WASHTENAW COMMUNITY COLLEGE
NURSING PROGRAM

STUDENT HANDBOOK

2019 – 2020
(Updated 11/4/2019)

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All policies and procedures as stated in this handbook are subject to change at any time at the discretion of the College.

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WELCOME TO NURSING AT WCC

It is our pleasure to welcome you to Nursing at WCC! This handbook is designed with the student in mind! Within, you will find helpful information about your rights and responsibilities as a participant in the nursing program. Please note that the nursing program follows all the policies of WCC. However, due to nursing professional standards, clinical agency requirements, and accreditation expectations there are times when more precise standards must apply, as explained in this handbook.

There are three admission pathways to nursing at Washtenaw Community College. All three pathways lead the student to an Associate in Applied Science: RN degree and all graduates are eligible to take the RN licensure exam (NCLEX-RN).

1. **Associate in Applied Science: RN Program (APNURS) - Traditional**
   The APNURS prepares students for the National Council Licensure Exam (NCLEX-RN). Individuals will also earn credits that will apply to Bachelors of Nursing (BSN) completion programs. Learning opportunities are in the classroom, simulation lab, clinical setting and community. Students are empowered to succeed in a changing healthcare environment.

2. **Associate in Applied Science: RN Program (APNURS) - EMU/WCC Collaborative**
   Students start the associate degree nursing program at WCC after applying to EMU's BSN program. Through transfer credit and coursework, the Collaborative student meets program eligibility requirements. The student finishes the AAS degree at WCC and is eligible to take the RN licensure exam. With one more semester of study, the student then finishes the BSN at EMU.

3. **Associate in Applied Science: LPN to RN Program (APNURL)**
   Students who are licensed LPNs meed eligibility requirements through work experience, previous coursework, and LPN licensure. Students are admitted to a transition course, then mainstream into the final two clinical courses. Upon completion, the student is eligible to take the RN licensure exam.

CURRICULUM

WCC uses a concept-based curriculum (CBC), designed based on the national trends in nursing education. The CBC covers 36 nursing concepts applicable across the lifespan to a variety of patient conditions and patient care settings. Courses are 15 weeks in length. All clinical courses are mixed mode, meaning there is an online component, an on-campus component, and a clinical (off campus) component.

ACCREDITATION

Institutional Accreditation

Washtenaw Community College
Accredited by:
> The Higher Learning Commission Association
> 230 South LaSalle Street, Suite 7-500
> Chicago, Illinois 60604-1413
> (800) 621-7440
> www.ncahigherlearningcommission.org
> www.ncahlc.org
> Contact: 734-973-3300 for information about Washtenaw Community College

Program Accreditation and Approvals

The Washtenaw Community College Nursing Program has the approval of the Michigan Department of Licensing and Regulatory Affairs and is accredited through the National League for Nursing Accrediting Commission (NLNAC) since 1996. Effective May 6, 2013, the NLNAC changed its name and is now the Accreditation Commission for Education in Nursing (ACEN).

Michigan Department of Licensing & Regulatory Affairs Bureau of Health Services Bureau of Health Professions Licensing Division Board of Nursing PO Box 30670 Lansing, MI 48909 (517) 335-0918 http://www.michigan.gov/lara	Accreditation Commission for Education in Nursing (ACEN) 3343 Peachtree Rd NE, Suite 850 Atlanta, GA 30326 (404) 975-5000 Fax: (404) 975-5020 www.acenursing.org

Graduates of the APNURS and APNURL Nursing Programs are eligible to take the National Council Licensure Examination – Registered Nurse (NCLEX-RN) and obtain licensure as a Registered Nurse (RN) through the Michigan Board of Nursing. The WCC School Code is **US09408300**.

WCC MISSION

Washtenaw Community College (WCC) strives to make a positive difference in people's lives through accessible and excellent educational programs and services.

- We provide a caring, open door teaching and learning environment.

- We provide excellent teaching, counseling, and support services.

- We reach out to people who have limited income or other barriers to success.

- We enable people to progress in their academic and career pursuits.

- We work in partnership with the communities we serve.

The missions of the College and Nursing Department are congruent in their focus on empowering students to realize their goals of improving their own lives, as well as the lives of others.

WCC POLICIES

The Nursing Department follows WCC policies including the *WCC Student Right, Responsibilities and Conduct Code (SRRCC)*. Nursing students are expected to become familiar with and follow these policies. See**:** https://www.wccnet.edu/trustees/policies/4095 Each semester, the course syllabi and/or Blackboard shell will contain information and this link to the Board policies and other information useful to students.

WCC DISCIPLINARY PROCESS

The student will be notified of unacceptable behavior(s), infractions of this handbook, or violations of the *WCC Student Rights, Responsibilities, and Conduct Code* (SRRCC) by either the program faculty or appointed College staff (depending on the nature and severity of the situation). The student will have the opportunity to respond to any allegations.

The SRRCC is found on page: https://www.wccnet.edu/trustees/policies/4095/.

WCC NURSING PROGRAM PHILOSOPHY

The Nursing Program philosophy incorporates the WCC mission, professional nursing values, as well as a model for practice (Nursing Process). These principles serve as guidelines in the design and delivery of our nursing curriculum. The concepts of QSEN (Quality and Safety Education in Nursing) are threaded throughout the program's organizing framework.

Nursing is an art and science that identifies, mobilizes, and develops strengths of the patient through acquired skill, professionalism, knowledge, and competence. Professional nurses use critical thinking and methods of scientific inquiry to gather and analyze data, recognize patterns, establish priorities, and execute evidence-based practice.

Nursing education is an interactive teaching-learning process. Education encompasses critical thinking and inquiry, caring, communication, creativity, collaboration, cultural awareness, and professional competence. Student-centered teaching includes assessing, advising, guiding, facilitating, sharing knowledge, and evaluating. Learning is a lifelong, self-directed process of change that begins with basic concepts and progresses to complex knowledge and critical thinking skills.

The ADN graduate nurse is prepared to work in a variety of healthcare settings to assist individuals to meet their health needs. The focus is on providing safe care that is patient-centered, culturally-aware, respectful, reflective, and based on nursing knowledge. ADN graduates utilize the nursing process, technology, critical thinking, sound clinical judgment and effective communication skills in all aspects of care. This care is individualized and comprehensive. ADN graduates use these same skills to manage a group of patients and to provide leadership to other health care team members.

Model for Practice: Nursing Process

The Nursing Process model is currently used by practicing nurses at all levels of professional preparation and consists of five or six (depending on the source) components: assessment; diagnosis; outcome identification/planning; implementation; and evaluation. Details of this model are explained in the American Nurses Association's ***Nursing: Scope and Standards of Practice (2015)***. The Nursing Process is used throughout the WCC nursing program courses and clinical experiences and provides an overarching structure for learning nursing-related knowledge and skills. Students are consistently exposed to this model both in theory and clinical courses so that they are prepared to implement it once they begin their careers.

MISSION OF THE WCC NURSING DEPARTMENT

The mission of the Washtenaw Community College Nursing Program is to prepare WCC students to practice as exemplary and respected registered nurses in the community. This mission promotes the holistic development of each student into a nurse who practices as a professional: competently, ethically, safely, and compassionately for the good of the patient, family, and community. As life-long learners, WCC educated nurses will take active roles in this dynamic profession.

WCC NURSING PROGRAM ORGANIZING FRAMEWORK

An organizing framework provides a scaffold for the nursing curriculum that encompasses both the nursing knowledge and skills needed by registered nurses. This framework is composed of six core components.

Professionalism / Leadership is behavior within the ethical and legal guidelines as defined by the nurse practice act to achieve safe, quality patient-centered care. Leadership is the ability to influence others to work together in the pursuit of a shared goal.

Patient-Centered Care characterizes the patient's values, preferences, goals, and needs as the central focus of safe, competent, culturally-aware nursing care.

Teamwork and Collaboration is the ability of the nurse to function effectively within inter-professional teams to foster open communication, mutual respect, and shared decision-making to achieve quality patient care.

Clinical Judgment / Evidence-Based Practice is the practice of nursing in which the nurse makes clinical decisions on the basis of the best available current research evidence, the nurse's expertise and the needs and preferences of the patient using various tools such as the nursing process, critical thinking and clinical judgment principles.

Safety and Quality Improvement includes minimizing risk of harm to patients and providers and using data to monitor outcomes of care processes through improvement methods to maximize the quality of patient care.

Informatics and Technology involves using methods and tools to communicate, manage knowledge, reduce error, and/or support decision-making.

Adapted from www.QSEN.org.

WCC NURSING END-OF-PROGRAM
STUDENT LEARNING OUTCOMES

The core components in the framework take the form of general competencies for the program. Students are expected to achieve the listed outcomes at the completion of the Associate Degree Nursing program.

1. Provide patient centered care across the lifespan in a variety of healthcare settings.
2. Collaborate and communicate effectively with the patient family and health care team.
3. Provide safe patient care and participate in processes that maximize quality of patient outcomes.
4. Utilize informatics and technology to increase communication, decision–making, knowledge management, and error reduction.
5. Use evidence based clinical judgement when providing care to patients/families throughout the lifespan.
6. Demonstrate professionalism expected of registered nurses adhering to the current standards of practice and exhibiting beginning leadership skills.

ASSESSMENT OF END-OF-PROGRAM STUDENT LEARNING OUTCOMES

The Nursing program offers learning experiences to assist students in becoming beginning registered nurses who are able to provide patient care accurately, competently, and safely. The extent to which students achieve the program outcomes are assessed by the following measures:

1. National League for Nursing End of Program Evaluation (or equivalent)
2. NUR 288 clinical evaluation tool based on six graduate outcomes

ASSESSMENT OF END OF PROGRAM LEARNING OUTCOMES

1. Performance on NCLEX-RN - first time test taker pass rate
2. Job Placement - Based on graduate survey
3. Program Completion - As evident by graduation

COMPETENCIES AND COURSES

Specific competency statements have been identified for each end-of-program student learning outcome. These statements provide direction for a logical progression in the development of critical skills. Students develop their skills in these competencies through a sequenced set of courses and clinical experiences, over a four-semester period. Tables 1 and 2 show the competencies and the course sequencing. The Clinical Evaluation Tool for each clinical course lists those competencies that are developed in that course.

The development of specific lab skills is distributed throughout the program. Each skill is linked to a particular course, and is introduced in that course, and reinforced in other courses. Assessment measures for each skill have been identified, and take the following forms: quizzes for knowledge and processes; and Laboratory Skills Check Lists for rating student performance of new skills and for validating previously learned skills.

Table 1. Required Course Descriptions by Semester and Course

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
ENG 111: English Composition I	**NUR 108: Nursing Concepts I:** students will apply foundational nursing concepts across the lifespan with an emphasis on late adulthood. The organizing framework for the nursing practice will be introduced including patient-centered care, teamwork and collaboration, safety and quality improvement, informatics and technology, evidence-based practice, and professionalism. Basic psychomotor and psychosocial concepts and skills will be practiced through clinical, lab and simulation.	**NUR 128: Nursing Concepts II:** Students will apply the nursing process to provide safe, quality nursing care for patients with common acute and chronic health problems across the lifespan, including care of the family during the uncomplicated childbearing experience. This course also includes clinical, lab and simulation in a variety of settings where students will apply informatics and technology for effective communication	**NUR 138: Nursing Concepts III:** Students will use clinical judgment based on evidence and informatics to prioritize safe, quality care for patients with complex physical and mental health problems across the lifespan. Students will begin using delegation and leadership skills in managing their patient care assignments through clinical and simulation experiences in a variety of settings. Students will demonstrate professional conduct within current legal and ethical standards of practice.	**NUR 288: Nursing Concepts IV:** Students will demonstrate clinical judgment in collaboration with the inter-professional team to prioritize safe, quality care for patients with multi-system and emergent health problems, including the high-risk childbearing experience. Students will expand their use of delegation and leadership skills in managing their patient care assignments through clinical and simulation experiences in a variety of settings. Students will expand their knowledge of psychomotor, affective, cognitive skills in managing their patient assignments through clinical and simulation experiences in a variety of settings. Students will synthesize knowledge of nursing principles and concepts and begin to refine their professional nursing roles. Emphasis is placed on clinical reasoning and clinical judgment in the integration of care management for multiple, complex patients. Students prepare for the National Council Licensure Examination - Registered Nurse (NCLEX-RN).

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
COM 101 OR 102 OR 200: Communication Elective	**NUR 115: Pharmacology:** students learn basic principles of pharmacology with a strong emphasis on medication safety along with drug dosage calculations. Pharmacodynamics, pharmacokinetics, and pharmaco-therapeutics of major drug classifications are discussed using a pathophysiological approach and then applied to patient situations. Drug contraindications, drug interactions, adverse effects, nursing management, and patient education are also discussed and then applied to patient situations. Anatomy and physiology is a course prerequisite.	**PSY 206: Life Span Developmental Psychology:** Students are provided with an overview of the biological, cognitive, social and affective domains of human growth and development from the prenatal period until death. The course emphasizes the relationship of growth and development to behavior through the life span. Major theories of human development, as well as research methods, are reviewed and contrasted. The course is especially constructed and taught to be of value to those entering the fields of social work, elementary or secondary education, or nursing and various allied health fields.	**PHL 244: Ethical and Legal Issues in Health Care:** Students are introduced to issues arising from the application of philosophical ethics or moral theory to the health care context. Different models of ethical decision-making will be used to examine current issues in health care. The course also provides an overview of legal theory and responsibility as it applies to the health care context with an emphasis placed on professional negligence. Topics to be discussed may include patients' rights, informed consent, confidentiality, medical research or experimentation, genetics, treatment of impaired newborns, end of life care, HIV/AIDS and moral/legal responsibilities toward colleagues.	
MTH 160: Basic Statistics	**BIO 212: Pathophysiology: Alterations in Structure and Function:** The focus of this course is the application of the concepts of normal anatomy and physiology to the study of disease processes in humans. The course includes identification of the etiology and pathogenesis of disease, alteration in normal body function, and the reaction and adaptation of the body to disease.			
BIO 111: Anatomy and Physiology-Normal Structure and Function	**BIO 147: Hospital Microbiology:** This course is a brief introduction to topics in microbiology involving human health and disease. Biological characteristics of bacteria and viruses are described and selected pathogens are discussed. The innate and adaptive defenses of the human body against microbial pathogens are described. The course also discusses appropriate use of anti-microbics. Public health efforts to control pathogens are also discussed, including vaccination and infection control.			

Table 2. General and Specific Competencies of the WCC Nursing Program, by Semester and Course

General Competencies (Components in **bold**)	Semester 2 Competencies (NUR 108)	Semester 3 Competencies (NUR 128)	Semester 4 Competencies (NUR 138)	Semester 5 Competencies (NUR 288)
A. Provide **patient centered care** across the lifespan in a variety of healthcare settings.	1. Apply foundational concepts to plan safe patient centered nursing care with emphasis on late adulthood. 2. Outline the characteristics of patient-centered care. 3. Create a self-developed plan to meet individual learning needs.	1. Apply key concepts from previous nursing courses to the care of patients with common acute and chronic health problems across the lifespan, including care of the family during the uncomplicated childbearing experience. 2. Identify significant patient assessment data and diagnostic findings, key nursing diagnoses, prioritized collaborative nursing interventions and desired outcomes related to a variety of concepts throughout the lifespan.	1. Apply key concepts from previous nursing courses to the care of patients with complex health problems throughout the lifespan. 2. Interpret significant patient assessment data, diagnostic findings, prioritized collaborative nursing interventions, and desired patient outcomes throughout the lifespan.	1. Interpret significant patient assessment data and diagnostic findings, prioritized collaborative nursing interventions, and desired patient outcomes throughout the lifespan including the high-risk child-bearing experience with multisystem and emergent health problems to develop a plan for evidence-based, safe and accurate patient care. 2. Demonstrate clinical reasoning and clinical judgment in prioritizing, performing, and delegating care for a group of complex clients.
B. **Collaborate** and **communicate** effectively with the patient family and health care team.	1. Identify the purpose of collaboration. 2. Demonstrate teamwork and collaboration.	3. Demonstrate effective communication skills when communicating with patient and families. 4. Communicate and document essential patient information to the healthcare team.	1. Utilize effective communication techniques when working with diverse patients, patient groups and families. 2. Communicate and collaborate with other health care providers regarding relevant and accurate health care data.	1. Collaborate with the clinical professional team at an acute care facility to identify a quality improvement initiative. 2. Demonstrate clinical judgment in collaboration with the inter-professional team to prioritize safe, quality care for patients 3. Develop a teaching plan for the delegation of responsibilities as a novice RN. 4. Integrate principles of therapeutic communication, collaboration, and feedback in execution of all roles of the professional nurse, in a variety of care settings.

General Competencies (Components in **bold**)	Semester 2 Competencies (NUR 108)	Semester 3 Competencies (NUR 128)	Semester 4 Competencies (NUR 138)	Semester 5 Competencies (NUR 288)
C. Provide **safe patient care** and participate in processes that maximize **quality** of patient outcomes.	1. Perform and practice basic psychomotor and psychosocial skills to provide basic nursing care. 2. Perform skills safely and accurately. 3. Recognize the goal of and opportunities for quality improvement. 4. Demonstrate skills for the foundations for nursing practice based on the current clinical setting.	1. Apply the nursing process to provide safe patient-centered care for adult patients with acute and chronic health problems. 2. Utilize the nursing process to provide safe patient-centered care for mother/baby couplets and their families during the uncomplicated childbearing experience. 3. Apply concepts of growth and development in order to plan safe family-centered care for children of all ages with acute/chronic pediatric conditions. 4. Apply mental health concepts in order to plan safe patient-centered care across the lifespan for patients with acute/chronic mental health conditions.	1. Apply clinical judgment to prioritize safe, quality care for patients with complex physical and mental health problems across the lifespan. 2. Evaluate interpreted information related to multiple concepts throughout the lifespan and apply this knowledge to complex patient situations.	1. Analyze the outcome of the nursing interventions and modify, if needed, the plan of care to ensure safe nursing practice. 2. Evaluate interpreted data and results from nursing interventions and implement plan to provide safe and accurate patient care related to multiple concepts and apply this knowledge to multi-system and emergent health problems, including the high-risk childbearing experience. 3. Develop a teaching plan for an intervention resulting in quality improvement and present to the clinical professional team.
D. Utilize **informatics and technology** to increase communication, decision–making, knowledge management, and error reduction.	1. Identify how informatics and technology can be used in the performance of patient-centered care.	1. Perform nursing skills in a health care setting to demonstrate continued proficiency in previously learned skills including drug dosage calculations. 2. Demonstrate ability to use information technology within various settings.	1. Demonstrate ability to use information technology within various settings to interpret data related to patient care.	1. Research literature related to a quality improvement goal, integrate concepts of evidence-based nursing care and develop strategies for intervention and goal achievement.
E. Use **evidence based clinical judgement** when providing care to patients/families throughout the lifespan.	1. Identify foundational concepts relating to health care recipients and health and wellness. 2. Identify the concept of development for late adulthood to provide nursing care.	1. Provide safe nursing care of a moderately complex patient and a moderately complex couplet (mother and newborn) and her family in the acute care setting using the nursing process in each of the following: patient-centered care, teamwork and collaboration, safety and quality improvement, informatics and technology, clinical judgment/evidence-based practice and professionalism-leadership within current legal and ethical standards of practice. 2. Prioritize assessment based on the patient's presenting signs and symptoms.	1. Demonstrate the theoretical concepts of leadership, management, and prioritization of patient care and apply this knowledge to the delivery of complex nursing care across a variety of health care settings, lab, and simulation. 2. Evaluate interpreted information related to mood, affect, and anxiety throughout the lifespan and apply this knowledge to complex patient situations.	1. Interpret clinical data to provide accurate, safe and evidence-based nursing care for patients with multi-system and emergent health problems, including the high-risk childbearing experience.

General Competencies (Components in **bold**)	Semester 2 Competencies (NUR 108)	Semester 3 Competencies (NUR 128)	Semester 4 Competencies (NUR 138)	Semester 5 Competencies (NUR 288)
F. Demonstrate **professionalism** expected of registered nurses adhering to the current standards of practice and exhibiting beginning **leadership** skills.	1. Demonstrate the beginning role of the professional nurse using the organizing framework for nursing practice. 2. Describe attributes of professionalism in areas such as speech, actions, dress and interactions with patients and other medical professionals.	1. Describe professional conduct, and legal and ethical issues specific to the care of a patient with common acute and chronic health problems across the lifespan, including care of the family during the uncomplicated childbearing experience.	1. Utilize delegation and leadership skills in managing patient care assignments across a variety of settings. 2. Demonstrate professional conduct within current legal and ethical standards of practice. 3. Apply legal and ethical standards of practice in a variety of health care settings.	1. Synthesize concepts learned via class, lab and clinical experiences in order to demonstrate professional leadership and delegation qualities in preparation for the novice RN professional role. 2. Demonstrate leadership, management, and prioritization of patient care in the delivery of complex nursing care across a variety of health care settings, lab, and simulation. 3. Increase self-awareness of knowledge, skills and attitudes pertaining to professional conduct within current legal and ethical standards of practice.

NURSING PROGRAM POLICIES

In addition, there are Nursing Department Student Policies that may differ from WCC Student Policies. These have been put into place to support the program's student learning outcomes, program outcomes and affiliating agency requirements. Students are expected to follow these policies listed below.

A.   <u>**NURSING ACADEMIC ADVISORS**</u>

Each student is assigned a nursing faculty academic advisor. Academic advisors serve as a resource to monitor and facilitate the academic progression of a student. Academic advisors direct students to available student support services as needed. Please refer to the nursing faculty directory for contact information. The student will receive an email with contact information following orientation.

B.   <u>**PROGRAM PROGRESSION GUIDELINES**</u>

To remain in the program a student must:

1. Follow course prerequisites, co-requisites and course sequence within the designed time frame. Course prerequisites and co-requisites are listed in the college catalog with the course descriptions. The semesters must be completed in sequence because each semester's work builds on previous knowledge and experience.

   a. <u>If a student fails a nursing (NUR) course</u> or withdraws from a nursing course after the college 100% refund date, the student will be considered "out of sequence" and must follow the **Course Failure Policy** in this Handbook. Any course proctored assessment averages or a course grade less than 78% for a NUR course is considered a failing grade.

      Note: The student may be required to return financial aid money received. Please refer to the financial aid policies listed on the WCC website. A financial hold may be placed on your account preventing you from registering or accessing transcripts until your balance is paid in full.

   b. If the student is transferring any courses from other colleges or institutions, the student is responsible for providing an official transcript to the Admissions Office. It is the student's responsibility to follow through on any questions which may arise from the Admissions Office's evaluation of the transcript**.** "Elective" credits may not meet graduation requirements for specific courses. Bring a copy of your transcript and evaluation to your nursing academic advisor for clarification. Any courses with a grade point of less than 2.0 will not transfer to WCC's Nursing Program.

      For additional information, please consult your academic advisor or review WCC policies: https://www.wccnet.edu/unions/getting-help/transferring-credits/.

2. Submit all required health records as delineated in the **Health Requirements Policy** of this Handbook by the required deadline dates. Failure to submit complete health records by the required deadline could result in losing your course/clinical placement.

3. Register for the assigned clinical rotation posted on the WCC Community Blackboard site. Assignments are posted prior to the start of the semester. **Failure to sign up for the correct assigned clinical placement could result in loss of your clinical seat for that semester, putting you "out of sequence."**

4. **Students** must achieve a minimum average of 78% on all proctored assessments (i.e. tests/exams/quizzes) and as a final course grade. All required program support courses taken at WCC must be completed with a minimum grade of C, with the exception of BIO 111 which requires a minimum grade of B-.

5. Maintain math competency throughout the program. Each course implements a means of assuring safe medication calculation competency.

a. Failure to maintain math competency will result in failure of the course, which automatically places the student in "out of sequence" status.

b. The student will be placed in future sections on a space-available basis.

c. Students cannot return to a clinical rotation until clinical calculation math competency has been demonstrated.

6. If a student is having difficulty with any academic or clinical class or there is any area of concern, it is expected that the student will be proactive by seeking help from the assigned instructor, course coordinator, and/or Academic Advisor as soon as problems occur.

7. If a student becomes "out of sequence" (changes their initial course progression) for any reason, it is expected that the student will meet with the nursing academic advisor within five working days to develop a program change plan. Students will not be assigned to any clinical courses unless a current **Program Progression Plan** is on file with the Department Chair for Nursing. As an "out of sequence" student, placement in a clinical section is on a space-available basis.

8. If a Semester 2-and-beyond student fails a course, the student must repeat the failed course **and** take a remediation course (such as ACS 150). The remediation course must be taken previous to (when offered) or concurrent with the repeated course. There will be an automatic dismissal from the nursing program if there are two nursing courses failed. For example, two failed attempts at NUR 115, or NUR 108 and NUR 115. If NUR 115 or BIO 212 or BIO 147 are failed, the student must notify their nursing faculty advisor and the failed course must be repeated prior to moving on to Nursing Concepts II.

9. If a student attempts NUR 115 twice and fails twice prior to admission to the nursing program, the student is not eligible to begin the nursing program.

10. Any nursing student (not only students who have failed a course) may take the remediation course to help them with time management, budgeting, and test-taking strategies.

B. **GRADUATION REQUIREMENTS**

1. To receive an Associate in Applied Science degree for WCC's APNURS. Program, the student must:

   a. complete all nursing courses specified as required for the Associate in Applied Science: Nursing Program with a minimum grade of 'C+' or the equivalent.

   b. complete all other required support courses (general education, HSC) with a minimum grade of C.

   c. meet all WCC general education requirements that were in effect at the time the student enrolled in the nursing program.

   d. maintain an overall GPA of 2.0 per WCC policy.

   e. complete an Application for Graduation (preferably, in the semester preceding the student's anticipated date of program completion).

2. Certificates of Completion will be sent to the Michigan Board of Nursing after the student does all of the following:

   a. completes all AAS-Nursing degree requirements and this has been verified by the Student Records Department. Degree Works must show 100% completion.

   b. completes the Final Program Evaluation for the Nursing Program on the WCC Blackboard website.

   c. fulfills all financial obligations to WCC.

3. Graduates of the WCC Nursing Programs will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) after they receive an

Authorization to Test from the State of Michigan. The authorization process can be found in the NCSBN Candidate's Bulletin at https://www.ncsbn.org/1213.htm

C. **GRADING PROCEDURE**

1. The grading of theory classes is based on the achievement of course objectives. This is determined by the course instructor and described in the course syllabus. Test scores, projects, term paper grade, class participation and attendance may be used to determine a class grade. Further, students are required to achieve a 78% or higher average score on proctored assessments to pass the course. This condition must first be met before points from other assignments are given.

2. Grading is *based on the following plus/minus percentage scale*:

A	94–100%	C	75–77.99%
A-	90–93.99%	C-	70–74.99%
B+	87–89.99%	D+	67–69.99%
B	84–86.99	D	64–66.99%
B-	80–83.99%	D-	60–63.99%
C+	78–79.99%	F	< 60
C+	*is the minimum passing grade*		
	for NUR course		

3. Nursing clinical experience evaluations are based on student achievement of course objectives. The grading scale for clinical courses is:

   Pass: P
   Not Pass: NP

4. Clinical Evaluation Tools will be used to record the instructor's observation of a student's clinical performance. Students are expected to read instructor comments each week and take steps to improve performance accordingly.

5. Ongoing open communication between the instructor and student will provide the student with information about progress towards the achievement of course objectives. It also allows for the discussion of areas that need improvement.

6. A student will be notified at midterm whenever performance falls below a passing grade or if absenteeism is interfering with the achievement of the course objectives.

D.   TESTING

The faculty follow best practices in testing. Rigor in testing is increased as the students progress through the curriculum. Item analysis is performed by faculty for each proctored assessment to assure fairness in testing. Details regarding testing and evaluation in each course are available within each course syllabus.

E.   COURSE FAILURE POLICY

Students who fail a NUR course usually fail for one of two reasons: 1) academic reasons, or 2) clinical safety concerns. Students who fail due to clinical safety concerns will not be allowed to continue in the nursing program. For failures due to academic reasons, the first nursing (NUR) course failure will require ACS 150 to be taken, and then if a second nursing course failure occurs the result will be dismissal from the nursing program. Two (2) nursing (NUR) course academic failures and/or withdrawals will result in an automatic dismissal from the program. The student may not reapply if they have 2 NUR course failures.

1. If a student fails a course:

    a. Meet with the course faculty.

    b. Meet with the Nursing Academic Advisor to complete a **Program Progression Plan** for retaking specific course(s).

    c. If allowed to retake the course, the student will be considered "out of sequence." Immediate continuation in the nursing program will be on a space-available basis. The student will be required to take a remediation course such as ACS 150 (one credit), prior to or concurrently when retaking the failed course.

    d. If a student is dismissed from the program, a certified letter will be sent to the student's address on file.

2. In the event of a course failure and/or withdrawal, the student also has the following options:

    a. Submit a Final Grade appeal per WCC **Procedure for Student Final Grade Appeal**: https://www.wccnet.edu/studentconnection/grades/appeal-and-complaints/

    b. Apply for a Refund Exception

        http://www.wccnet.edu/studentconnection/payingtuition/refundexception/

    c. Please refer to the specific WCC website for a more detailed description of these options.

F.   COMPLAINTS/ GRIEVANCE PROCEDURES

Concerns related to course content, policies and/or procedures should first be addressed with the course faculty. If issues are not resolved, next contact the Course Coordinator, the Nursing Department Chair, and the Director of Nursing.

The link below provides more information regarding WCC's policy on filing a complaint:

https://www.wccnet.edu/consumer-information/complaintprocedure/

If a student wishes to appeal a final grade, he/she is expected to follow the WCC **Procedure for Student Final Grade Appeal**. All parties are to be notified of any action taken during the entire process. The Procedure can be accessed at:

https://www.wccnet.edu/studentconnection/grades/appeal-and-complaints/

G. **PROGRAM RE-ENTRY vs. READMISSION POLICY**

Re-entry into the Nursing Program is possible only when a student interrupts their progression in good standing (e.g. medical or personal reasons, temporary leave of absence, military). Students who wish to re-enter to the Nursing Program in these instances must do the following:

1. Schedule an appointment with their Academic Advisor to complete the **Nursing Program Progression Form** and attach any required documentation (physician or therapist's recommendation). Submit this form to the Department Chair.

2. Arrange for any required refresher work (advisor will assist with this process).

3. Follow the current Health Requirements policy for updating health credentials.

4. The Department Chair will arrange for registration pending availability of classroom or clinical space.

5. Students who fail 2 NUR courses are dismissed from the program and not eligible to reapply. Students who exit in good standing (see above) before completing must re-enter so they can complete within the four year requirement (see below). If too much time has elapsed, a student who has exited in good standing may start over by reapplying to the program through the usual means.

H. **PROGRAM COMPLETION: TIME REQUIREMENTS**

It is important that the student understands that the Nursing Program must be completed within four (4) years of the original admission date. Failure to complete the program within this timeframe will result in dismissal from the WCC Nursing Program.

I. **COMMUNICATION**

1. Students are expected to use their WCC email account for receiving course/ departmental updates. It is expected that the e-mail account will be checked *daily* while enrolled in a class and weekly over breaks and spring/summer.

2. There is also an expectation that students will become proficient in the use of Blackboard, since course and program information is housed on Blackboard. Information about available Blackboard training and other technology supports can be found in Appendix A, Student Support Resources and on the WCC website.

J. **SOCIAL MEDIA/ NETWORKING**

1. **Professional Boundaries**
   The purpose of this policy is to provide guidelines for students and faculty regarding the use of social networking technology. Maintaining professional boundaries can be a challenge for students and faculty in the information technology age. To assure professionalism, it is imperative to set clear boundaries for both nurse-client and faculty-student communications and relationships. This policy establishes guidelines for these relationships and for professional behaviors related to communications which utilize information technology, including e-mail and social networking sites (e.g., Facebook, Instagram, SnapChat, Twitter, LinkedIn, and others, both online and as mobile applications).
   Violations of these guidelines may be considered unprofessional behavior and may be the basis for disciplinary action up to and including dismissal from the program.

2. **Faculty-Student Communications**
   a. The appropriate use of information technology between faculty and students is the utilization of the college e-mail, not personal e-mail.

b. Social networking sites are not appropriate for communications between faculty and students, nor patients and students.

3. **Nurse-Client Communications**

a. Do not become a friend on a client's social networking site, or allow clients to become a friend on your site.

b. Do not reveal the personal health information of individuals that you access in your professional role. This is considered a HIPAA violation.

c. Do not use WCC's or clinical facilities' computers for personal business. These resources are provided for academic or clinically related business.

4. **Professional Behaviors Related to Social Networking**

a. Do not report private academic information of other students on these sites.

b. When using social networking sites, always present self in a mature and professional manner. Be aware that future employers review these network sites when considering potential candidates for employment.

c. Refrain from the following actions on social networking sites:

1) Display of vulgar language.

2) Posting of derogatory comments about an instructor, faculty or staff as a group, an individual student or group of students.

3) Display of language or photographs that are disrespectful of any individual or group secondary to age, race, gender, ethnicity, or sexual orientation.

4) Posting of personal photographs or photographs of others that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

5) Posting of potentially inflammatory or unflattering material on another's website, e.g. on the page of that person's Facebook site.

6) Maintain professional conduct between colleagues on social media networks.

The National Council of State Boards of Nursing has produced additional social media guidelines including the *White Paper: A Nurses Guidelines to Social Media (2011)*. Please consult the NCSBN website for more information: www.ncsbn.org.

LAB/SIM/CLINICAL COURSE REQUIREMENTS

A. <u>**SKILLS/SIM LAB**</u>

1. **Philosophy**

The Nursing labs offer supervised "hands-on" practice for basic and advanced nursing skills, clinical decision-making activities and procedures, as well as building confidence with effective communication skills. Lab experiences provide an opportunity for students to ask questions and to apply theory learned in the lecture and lab presentations. Students have the opportunity to organize and perform procedures and to practice their approach before doing so with an actual hospitalized patient.

2. **Student Responsibilities**

The Nursing Skills/Sim Lab is an extension of your clinical and academic programs. Therefore, **all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply**.

     a. Appropriate dress is required for lab and should match the expectations required in the clinical setting, following the current dress code requirements of the WCC Nursing Program.

     b. All students are responsible for cleaning and putting away the equipment used during lab and cleaning the unit or station. It is expected that students utilize laboratory and WCC supplies appropriately and economically.

     c. Students must adhere to the following:

       1) No children are allowed in the lab (practice or check-off).

       2) Cell phones need to be on vibrate.

3. Open Lab

     a. Open lab times will be provided weekly for students to be able to practice skills necessary for successful course completion. Times vary and will be established by the Lab Coordinator.

     b. Students are required to sign up for a spot of supervised practice or repeat check-off as appropriate.

       1) Make-up check off requirements are determined by the course syllabus.

       2) Supervised practice will be conducted by faculty according to the schedule as posted. Students and faculty will work together to arrange a repeat check off time

       3) No call/no show will be reported to the Course Coordinator.

     c. Sign in and out will be required for utilization of all open lab time.

Lab Referrals

Students may be given a written "Student Referral for On-Campus Lab" form. This is a formal referral to work on a particular skill or skills in the lab during supervised practice/Open Lab time. Students must sign up for a time slot with an instructor during supervised practice time/open lab. The supervised practice instructor must sign the form and return to your instructor demonstrating that you have successfully completed the skill(s).

STUDENT REFERRAL FOR ON-CAMPUS LAB

Student:_____   Date of Referral:_____

Course/Instructor:_____   Date for Completion:_____

Reason for Referral (be specific):_____

_____

_____

_____

_____

Student's Plan of Action:_____

_____

_____

_____

_____

Student Signature:_____   Date:_____

Return This Form to Referring Faculty After Completion.

Date Referral Received:_____

Date Student Was Seen:_____

Action Taken:_____

_____

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C.   **HUMAN PATIENT SIMULATION**

Simulation is an evolving method of teaching and learning in nursing. Simulation allows students to become familiar with patient care situations in the safety of the academic environment.

1.   **Simulation Summary**

Human Patient Simulation is the use of interactive patient substitutes in realistic environments, using evidence-based scenarios to improve participant comprehension of key patient care concepts at levels appropriate to the participants' education, experience, and scope of practice.

2.   **Simulation Mission**

To expand, enhance, and validate the educational and skill-set capacity of nursing students and practicing nurses in Washtenaw and surrounding counties, as well as offer state-of-the-art facilities for certification/recertification of other health professionals through human patient simulation.

3.   **Simulation Team**

The Simulation Team includes the Nursing Lab Coordinator and representatives from faculty, who possess the understanding of the capabilities and limitations of the patient simulators, and expertise in the simulation development process and use of simulation in health education. They are responsible for reviewing, approving, and executing simulations for the nursing program and other outside partners. Simulation conditions are subject to change based on laboratory conditions, availability of resources, and the clinical judgment of the Simulation Team based on evidence-based literature.

4.   **Simulation Laboratory**

The Human Patient Simulations Laboratory (HPSL) consist of the clinical area and the simulations control area. The clinical area consists of human patient simulators (HPS), patient care sections, nursing stations, medication distribution unit, and the associated equipment and supplies that can be used to simulate a variety of health care facilities.

a.   Laboratory Use:

1)   The HPSL is a dedicated-use facility whose primary purpose is human patient simulations for the Nursing and Allied Health programs and CPR/AED training at WCC. It may be used by other departments within Washtenaw Community College as well as other community partners. The use of the lab by these partners is described in the document HPSL Outside Use Request.

2)   Maintenance of the HPSL is the responsibility of the Nursing Lab Coordinator and the part-time simulation faculty.

3)   Use of the HPSL for purposes other than those listed above must be requested and approved in writing and in advance by Simulation Team.

4)   No food or drink of any kind is permitted in the HPSL clinical area, except for use as part of a simulation or simulator-related activity.

5)   Photography, video, and audio recording in the HPSL by persons other than the simulator faculty are strictly prohibited, unless with the expressed, written, and advanced permission of the Simulation Team.

6) Human patient simulators (HPS) are sensitive medical devices. They are not to be used for any purposes other than patient simulation. HPS cannot be adjusted, posed, moved, inspected, or in any other way used or utilized without the permission of, and supervision by, the Simulation Team.

   a) Any misuse or mishandling of the HPS will result in immediate removal from the HPSL and appropriate disciplinary actions will be taken.

5. **Student Role in Simulation**

   a. The HPSL is a clinical unit as defined by the WCC Nursing Program Student Handbook.

   b. Student behavior and performance will adhere to the Professional Behaviors, Clinical Rules, and Safe Practices of the student handbook.

   c. Students are held to the same standard for evaluation when a scenario is in progress (i.e. clinical course objectives) as if performed in the clinical setting.

      1) Students observed to be exceeding their scope of practice, or acting in an inappropriate or unsafe manner, are subject to counseling (e.g. verbal, written, lab referral) by their course instructor, Course Coordinator, or Simulation Team.

      2) Make-up time for missed patient simulations will be done at the discretion of the Course Coordinator and Simulation Team.

      3) As in the clinical setting, repeated incidents of unsafe practice during simulation assignments will result in a grade of 'No Pass' for the clinical course.

   d. Simulation scenarios are considered to be protected patient data, and students are required to maintain the privacy and integrity of all simulations.

   e. Students are expected to adhere to all HPSL rules for laboratory use.

C. **CLINICAL/ CLASS RULES/ ATTENDANCE**

   1. Each student is expected to behave in a professional manner at all times. This is especially true when wearing the WCC student nurse uniform in public. The conduct of each student reflects on the college and on the nursing profession.

   2. Clinical eligibility is the heart of the program. The student must meet all health requirement guidelines and **deadlines** as stated in this Handbook. Do not wait until the deadline to ask for help meeting the deadline. Students who do not meet deadlines must withdraw from the course. A second withdrawal or failure will result in dismissal from the program.

   3. Transportation to the affiliating health agency (clinical) is the student's responsibility. There is no reimbursement for transportation costs.

   4. If a student is absent for any orientation day(s) of a course or clinical experience, the student must provide documentation of the extenuating circumstance. Not all absences can be made up due to the nature of some very unique learning experiences. In some cases, student absence can result in course failure due to not meeting course outcomes.

   5. The College does not guarantee specific agency assignments to any student. Clinical schedules will be determined by our affiliating agencies, and our clinical or class time will be primarily between the hours of 6:00 a.m. and 12 midnight, Monday through Sunday. Upon announcement of student assignments via Blackboard, special accommodations can be considered for extenuating circumstances on an individual basis with no guarantee of switching. Once students are placed in ACEMAPP, their rotations are locked and accommodations can no longer be considered.

6. The student should not report for clinical experience if experiencing any conditions listed under the **Recommendations for Clinical Experience Restrictions.**

7. Students are expected to be reliable and dependable at all times. Punctual attendance at scheduled class, laboratory and clinical sessions is required for all nursing students. Refer to course syllabus.

8. Should an absence be unavoidable, the student is responsible for obtaining any missed information.

9. Any student absent from an exam needs to refer to the course syllabus.

10. Students are expected to attend all scheduled lab and clinical sessions. A student may not miss more than one week of lab/clinical time and must provide documentation of the extenuating circumstances leading to the absence. Absences that exceed this amount will result in a course failure. The student must make arrangements for make up with the clinical coordinator in conjunction with the course instructor. The student must meet all clinical objectives at a satisfactory level. Repeating the course may be required to achieve the objectives. Repeating courses will be on a space-available basis and upon the recommendation of the clinical instructor.

11. Make-up time will be scheduled as determined by Course Coordinator.

    a. Note: Make-up time is not guaranteed to occur in the same semester that the clinical course was taken. Missed time may result in students being "out of sequence" depending on when make-up time is arranged and may delay student's progression in the nursing program.

12. If a student must be absent, the instructor must be notified using the WCC e-mail system prior to the scheduled session. A No call-No show may result in failure of the course and may result in removal from the program.

13. Official documentation will be required by the instructor to verify the absence(s). Refer to course syllabus.

14. An instructor may ask a student to leave clinical if for any reason there is a concern about the student's ability to render care safely. Reasons may include (but are not limited to) illness, excessive fatigue, emotional instability, behaviors suggestive of intoxication or drug use. A dismissal from clinical will count as a clinical absence.

15. The instructor will supervise all procedures performed by the student until the student is evaluated as competent.

16. During the clinical experience the student will remain in the agency for breaks and meals.

17. Phones on clinical units may not be used for personal calls.

18. Use of cell phones on the unit is strictly prohibited.

19. Students are required to notify the clinical instructor immediately should they receive an injury in the laboratory or clinical setting. A nursing program *Incident Report* will also be completed.

D. EXAMPLES OF UNSAFE OR UNSATISFACTORY PRACTICE

This document is to be used in conjunction with the evaluation of course objectives for all clinical nursing courses. The student is in jeopardy of failing the clinical course and/or being dismissed from the nursing program when the following areas are compromised. A written counseling form will be completed by the instructor, which identifies the unsafe or unsatisfactory practice area and a plan for improvement. These examples are not all-inclusive.

PLEASE REFER TO THE BOARD OF TRUSTEES POLICY #4095 RE: STUDENT'S RIGHTS, RESPONSIBILITIES, AND CONDUCT CODE:
https://www.wccnet.edu/trustees/policies/4095//

I. PATIENT-CENTERED CARE

A. Repeatedly unable to manage patient care assignment within the constraints of the assigned clinical time

B. Fails to respond appropriately to impromptu patient situations (i.e., STAT procedures)

C. Repeatedly unable to incorporate cost-effective care within organizational guidelines

D. Does not practice within ethical, legal, and regulatory frameworks of nursing:
1. Consistently shows disrespect for patients and/or significant support persons
2. Violates patient confidentiality (e.g., invasion of privacy, discussion of patient's condition inappropriately)
3. Shows a lack of integrity by being untruthful with faculty, clinical staff, etc.
4. Fails to seek assistance and supervision when performing procedures for the first time or as directed by instructor (i.e., attempting to function beyond level of preparation)

E. Does not report unsafe practices of healthcare providers

F. Does not demonstrate accountability for assigned nursing care:
1. General Attitude
   a. Fails to recognize errors and to assume responsibility for own actions and/or mistakes
   b. Unable to maintain composure during nursing care, whereby tenseness and anxiety interferes or inhibits the person to function in clinical
   c. Fails to separate professional and personal responsibilities and set patient's needs above those of self while in the clinical setting
   d. Attends clinical in a state of health that one's judgment is impaired (e.g., drug intoxication, emotional stress, sleep deprivation)
   e. Fails to follow through on instructions from clinical instructor, hospital staff and physician
2. Clinical Preparation
   a. Fails to use sufficient time to assess patient prior to assigned clinical time, whereby assigned paperwork is incomplete

  b. Unable to answer pertinent questions regarding patient's medical condition posed by instructor on repeated occasions

 3. Dependability/Reliability

  a. Attends clinical in a state of health that may endanger the patient

  b. Unable to maintain appropriate professional (e.g., gives out phone number to patient and/or significant support persons, accepts money and/or gifts, etc.)

II. TEAMWORK AND COLLABORATION

A. Lacks the ability to communicate essential information to other staff or instructor verbally and promptly

B. Fails to report significant changes in patient's physical and/or psychological condition

C. Fails to recognize the effect of one's own behavior on patients and how patient's behavior might affect student's response

D. Lacks the ability to relay pertinent patient information through documentation

III. SAFETY AND QUALITY IMPROVEMENT

A. Fails to report off when leaving the unit to peer(s), unit staff and instructor

B. Fails to follow-through with instructions given by co-nurse

C. Fails to cooperate with unit staff by offering assistance when time is available (does not function as a team player)

D. Fails to ensure safe clinical practice

E. Repeatedly performs nursing treatments or procedures incorrectly or inaccurately

F. Fails to recognize and implement independent nursing functions; i.e., turning and positioning bedridden patients every 2 hours, handwashing, etc.

G. Fails to initiate appropriate nursing interventions based on priority needs

H. Fails to administer medications following the '6 rights'

I. Performs dependent functions without a health care provider's order

IV. INFORMATION AND TECHNOLOGY

A. Fails to document patient assessment and intervention details in a complete, accurate manner

B. Fails to use given information (provider orders, nursing notes, MAR) to properly and safely provide care during clinical/lab

C. Fails to ensure accurate, up-to-date, safe care is given to the patients

V. CLINICAL JUDGMENT / EVIDENCE-BASED PRACTICE

A. Fails to make sound or appropriate clinical judgments due to inadequate knowledge of:

1. Individual disease conditions and related pathophysiology
2. Diagnostic tests
3. Medications:
    a. relation to diagnosis
    b. precautions to take with giving
    c. evaluation of therapeutic effect
    d. side effects and adverse reactions
    e. usual dose, etc.
    f. inability to compute dosages accurately
4. Treatments and procedures relating to diagnosis and pathology

B. Fails to recognize significant or reportable patient findings

C. Fails to determine priority areas of nursing care, including an appropriate plan of action with rationales

D. Fails to evaluate nursing care appropriately by not identifying pertinent patient data from carrying out the care plan

VI. PROFESSIONALISM / LEADERSHIP

A. Does not practice within ethical, legal, and regulatory frameworks of nursing:

1. Demonstrates incivility by showing aggression and/or disrespect for patients and/or significant support persons, peers, faculty

2. Violates patient confidentiality (e.g., invasion of privacy, discussion of patient's condition inappropriately)

3. Shows a lack of integrity by being untruthful with faculty, clinical staff, etc.

4. Fails to seek assistance and supervision when performing procedures for the first time or as directed by instructor (i.e., attempting to function beyond level of preparation)

WASHTENAW COMMUNITY COLLEGE
Nursing Program
Written Counseling

Student's Name:_____ Date:_____

Concern or Problem:_____

_____

_____

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_____

Recommendations/Plan for Improvement:_____

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Student Comments:_____

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_____	_____
Student's Signature and Date	Instructor's Signature and Date
_____	_____
Student's Print Name	Instructor's Print Name

E. DRESS CODE REQUIREMENTS – (UNIFORM)

The term "uniform" signifies similarity, consistency and "singleness of purpose." Listed below is a description of what is meant by the term "complete uniform," and when, where, and how that uniform is worn.

Uniform: The uniform consists of an appropriate shirt and pants of the current accepted color **(Cherokee brand-olive green scrubs).** All shirt sleeves (both outer and underclothing) should not exceed three-quarter in length (must be pushed up to this length if long-sleeved) to facilitate proper hand washing. Jeans or denim, and sweatshirts are not acceptable substitutes for the uniform. Excessively tight uniforms are not permitted. If you are in doubt, check with your instructor.

Program Patch: A WCC Nursing Program Logo is **optional**. If the logo is desired, the logo must be stitched by Scrubs and Beyond on Washtenaw Ave., Ann Arbor, MI. Required Badge Buddies (to attach to your ID card) will be handed out to all students.

Exception to the use of the current accepted color uniform are facility specific.

Scrub Jackets: Students may choose to wear a scrub jacket as an accessory to their uniform. In order to maintain consistency, students must choose the currently accepted color. A black fleece, scrub jacket, or cotton zip jacket with no hood is allowed but must be either plain, or have the WCC logo stitched by Scrubs and Beyond on Washtenaw Ave. in Ann Arbor.

Under-clothing: Appropriate white or flesh-colored underpants and bra or undershirt should be worn under the uniform, and socks that complement the shoes, also. White t-shirts (short and long-sleeved), white turtlenecks may also be worn under the uniform for warmth or to cover tattoos.

Dark Shoes: Clean dark nursing shoes are required. To be OSHA compliant, they should protect the student's feet from fluid spills and sharp objects falling or crushing under foot. They also should be clean to avoid bringing germs into the clinical facility. These may be oxford or slip-on styles, flat or with an appropriate walking heel. No sandals, mules, clogs, open toes or heels, or casual shoes may be worn. Completely dark leather athletic shoes are acceptable. Canvas tennis shoes (i.e. 'Chuck Taylors') are not protective and are therefore not allowed

Photo ID Badges: Students are expected to wear Student Nurse Photo ID cards for ALL lab and clinical experiences, as these identify you as an active nursing student at WCC. These cards will be over and above the standard WCC picture ID, which is needed for the Testing Center and the LRC.

1. Wear at collar level with picture side up.

2. Information to be included on the card:
   - Student's first initial or full first name and complete last name.
   - Student Nurse title.
   - Expiration date – photo ID cards will have an expiration date of 2 years after the start of NUR 108.

3. The student will be responsible for obtaining a replacement card.
   - Contact the Nursing Secretary for a Lost ID Card Replacement Form.
   - Take form to Cashier's office and pay the $10 replacement fee.
   - Return the payment receipt to the Nursing Secretary to place the order .
   - Student will be notified by email when the ID is available for pick up from the Nursing Secretary.

4. Student Nurse Photo ID cards must be turned in to the Nursing Office at the time the SN exits the Nursing Program, whether it be graduation or whatever the circumstances of the withdrawal from the program.

Hygiene: One of the special aspects of nursing is the close relationship with patients. Students will be working closely with many types of people, therefore, a neat, clean, professional appearance is expected:

1. Daily bathing and use of an effective deodorant are imperative. Body must be fragrance- and odor-free.

2. Hair must be arranged in a style that eliminates excessive length, which may bring the hair in contact with the patient, and aseptic field, or linen, instruments, etc.
   - The hair must be secured away from the face and off the collar.
   - Frequent shampooing is a necessity.
   - Style and color should be controlled and non-distracting.
   - Facial hair neatly trimmed and clean. Maybe asked to cover, i.e. Agency Policy.
   - Religious, cultural or medical head coverings for men and women.

3. Nails:
   - Must be kept clean and no longer than ¼".
   - Must not wear artificial nails and no nail polish.
   - Must be trimmed, filed, and maintained so the edges and surfaces are clean and not rough.

4. Makeup should be used only in moderation.

Jewelry: The only acceptable jewelry:
1. A plain wedding band may be worn.

2. Students with pierced ears may wear 1 pair of plain metal "post" earrings. The "post" may not have any type of decoration suspended from or attached to it.

Unacceptable:
1. Hair accessories such as decorative handkerchiefs, hair clips or bands, or bows.

2. No visible body piercing(s) other than ears.

Tattoos or Body Art: If exposed, tattoos or body art must not be offensive to patients, visitors, employees, or instructors. You may be required to cover these areas during the clinical time.

Classroom Attire: Students must wear appropriate street attire in nursing lecture classes.

Nursing Lab Attire: Student must wear a complete uniform as stated for clinical and for all lab sessions. Name badges must be worn and the other requirements must be met (hygiene, jewelry, gum chewing, smoking, etc.). Students are expected to carry all equipment needed for each nursing laboratory session.

Other: 1.   Gum chewing is not permitted in the laboratory or clinical area.

2.   Tobacco or any related product including smoking is not allowed in the classroom, laboratory, or clinical areas. This includes any alternative smoking device that emits vapor, dust, or mist. Non-tobacco herbal cigarettes are also prohibited. All students and faculty must follow the college policy. Specifics can be located on the WCC website.

**If appearance and uniform do not meet these standards, the student may be asked to leave will be required to make up the clinical/lab time.

F.   EQUIPMENT / SUPPLIES
Equipment to be carried when in uniform:
1.   Black ball-point pen
2.   Small pad of paper
3.   5-1/2 inch bandage scissors
4.   Watch that can indicate seconds
5.   Penlight
6.   Stethoscope
7.   Small pocket calculator

Other: Other supplies may be required for specific courses.

G.   CLINICAL ROTATION READINESS

- **ACEMAPP**
  The Alliance for Clinical Experience (ACE) was the outcome of strategy sessions between six (6) Southeast Michigan Health Systems, educational organizations, the Michigan Health and Hospital Associations and representatives from the State of Michigan. The system is an online system used for students and faculty to complete HIPAA, OSHA, and Blood Borne Pathogens courses and assessments. Additionally, this system tracks health requirements of guest faculty and students for clinical sites.

  Most clinical sites require WCC membership to this system to grant clinical placement; therefore, all nursing students are required to participate in this program and are responsible for paying a $50 annual membership fee. **Failure to pay by the deadline or complete the yearly required testing will result in loss of a clinical placement and possible program dismissal.**

- **ADDITIONAL CLINICAL FORMS**
  Students will be notified when their clinical rotation is posted to Blackboard each semester. After checking Blackboard, each student must then proceed to the Blackboard link labeled "Clinical Paperwork" and follow the instructions for their assigned location. Failure to meet the deadlines will delay processing of your whole section. In order for the whole section to meet the clinical agency's deadlines, it may become necessary to remove a student from the

rotation due to incomplete requirements. If this occurs, a student will be without placement and unable to meet course requirements. Dismissal from the course will be the consequence. If it is a second dismissal/failure, the student will be dismissed from the program.

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H.   DRUG FREE ENVIRONMENT

The WCC Nursing program has a zero tolerance for illicit drug and substance abuse or misuse in the practice lab, classroom, and clinical locations. Being under the influence of a drug or alcohol is strictly prohibited and may result in dismissal from the program. Refer to Board of Trustees Policy 4095: https://www.wccnet.edu/trustees/policies/4095/

- **Admission Requirements to the WCC Nursing Program**
  All accepted and alternate applicants must pay for an initial criminal background check and 10 panel urine drug screen using an outside vendor. Any student who is found to have a positive drug screen upon admission without medical documentation will not be admitted into the nursing program.
  If you have been convicted of a crime, it is your responsibility to determine if your criminal background will prohibit you from being licensed and able to work in nursing. The Michigan Department of Community Health (MDCH) will not evaluate a conviction. The MDCH will only review the conviction at the time of application for licensure. You must admit on the application for licensure even if the charges were dismissed or expunged any misdemeanor or felony. Failure to admit will automatically disqualify you for licensure.
  If you need assistance with interpreting this statue, contact legal counsel; WCC staff/ counselors are not able to provide legal advice.

- **Random "For Cause" Drug Screens will be Performed Among All Nursing Students** At any time during classroom, lab, or clinical portions of the nursing program, if a student is suspected of being under the influence of drugs or alcohol, the program faculty or clinical facility personnel may require the student to be tested for drugs and/or alcohol at the student's expense. If the clinical facility has the capability of doing the screen on site, the facility may use that service. If a student must be dismissed from the clinical facility during a clinical assignment to undergo testing and/or for inappropriate behavior due to possible drug or alcohol influence, the student will be responsible for providing contact information for someone to provide transportation for the student to be taken away from the site and, as necessary, to the college-designated testing agency. Failure by the student to comply with this policy is grounds for dismissal from the nursing program in which the student is enrolled. A positive drug or alcohol test is also grounds for dismissal from the nursing program.

I.   EMERGENCY CLOSING PROCEDURES

When the college is closed or classes are canceled on WCC's main campus, all extension center classes are canceled as well. This includes clinical sites and other practicum sites, except when the agreement with the clinical site specifies that the clinical must be held.

* If there is more than one (1) cancelled clinical in a semester, provisions will be made for scheduling a make-up week/day after the end of the semester. This make-up week will be identified at the start of the semester, so that students can plan accordingly. The Course Coordinator will determine how the clinical time will be made up.

Detailed closing information will be placed on:
1. School Closing Information line at (734-677-5288)

2. WCC home page at https://www.wccnet.edu/
3. WCC Alert which is the College Emergency Notification Service at:
   http://sites.wccnet.edu/publicsafety/clery/emergency-notifications/

K. HEALTH REQUIREMENTS

1. **Abilities statement**

   At the time of application to the Nursing Program, students are required to sign an *Abilities Statement*, which is a contingency for admission. This document verifies that the student is aware of and possesses specific physical and cognitive abilities to perform safely in the clinical setting. Changes to a student's health status that inhibits student's ability to perform these stated abilities may lead to dismissal from the program.

2. **Physical examination and immunizations**

   a. Health requirements are mandated by the agencies where students have clinical practice to comply with current State and Federal Public Health regulations and are subject to change. Students are not permitted to attend clinical practice unless all requirements are met**.** Students will be notified should any of these regulations change. Documentation of the following are required at the student's expense:

      1) A physical examination done before the start of any clinical courses that demonstrates good physical health without restrictions.

         * The student will be required to have a repeat physical examination for re-entry into the program and/or clinical courses if:

         a) the student is "inactive" in the Nursing Program for more than two (2) core semesters (i.e. fall and winter semester). "Inactive" is defined as no enrollment in NUR courses.

         b) the student is restricted from any clinical course due to a change in health status.

      2) A negative 2-step TB skin test (Mantoux), repeated annually, or negative chest X-ray upon admission, with documentation of annual symptom follow-up.

      3) MMR immunization, two doses, unless born before 1957. Positive titers or antibody tests for Rubella and Rubeola will be accepted.

      4) Varicella zoster immunization, two doses; or written statement by student's healthcare provider (HCP) stating that the student has had the disease, along with the date of the disease. Positive antibody titers with lab report will be accepted.

      5) Heptavax, three doses, or waiver signed by student and HCP, or positive Hepatitis B antibody titer with lab report.

      6) Tetanus, diphtheria, and pertussis immunization (T-dap) with a booster every ten years.

      7) Certification of Basic Life Support (BLS) for Healthcare Providers. Recertification is required prior to expiration and within the renewal window required by the nursing program.

      8) Influenza immunization is required annually by October 1 or the next business day in the event October 1 falls on a weekend or holiday.

      Failure to show proof of influenza immunization by the timeline will result in loss of a clinical placement and possible program dismissal.

b. All students must provide proof of health care insurance coverage before being allowed to attend clinical practice. The student is responsible for paying the cost of any medical care that might be necessary if the student is injured or becomes ill as a result of clinical practice activities. The college does not provide insurance coverage for such situation and must maintain health care insurance coverage during their enrollment in the Nursing Program. The student is responsible for maintaining current health insurance throughout the time in the Nursing Program.

c. Liability Insurance: you are covered by the college in a "blanket policy."

3. **Student responsibilities**

It is the student's responsibility to maintain current health records in the college nursing office. The student is expected to maintain a satisfactory level of mental and physical stability to enable a safe and competent level of functioning. Any student who does not comply with this regulation will be denied entrance to the clinical area.

a. **Pre-Program Entry (New Students):**
   1) The pre-clinical physical examination and annual TB and BLS for Healthcare Providers verification must be updated during the following timeframe and will not be accepted outside of these dates:
      a) **Fall Admits**: between May 31 and July 14 only or the next business day.
      b) **Winter Admits:** between November 15 and January 4 only or the next business day.
         Failure to complete by the timeline will result in loss of a clinical placement and possible program dismissal.

   2) Proof of current health care insurance coverage. Any changes occurring during the academic year must be reported to the nursing department.
   3) The student must submit copies of their health documentation to CastleBranch.
   4) Failure to submit health documentation by the deadline date provided at student orientation and specified in the CastleBranch Tracker will result **in closure of your student file for** admission into the nursing program or loss of a clinical placement which may result in program dismissal. Exception: The influenza vaccination for Fall entry students will be October 1 or the next business day.

b. **Continuing Eligibility (Current Students):**
   1) Annual health updates, after program admission include the following:
      a) TB skin test **(must be renewed between May 15 and July 14, regardless of expiration date)**
      b) CPR recertification **(every two years and cannot expire between July 14 and May 15)**
      c) Proof of current health insurance coverage
      d) Yearly Influenza vaccination
   2) All updates must be done between May 15 and July 14, and submitted by July 14 or the next business day, with the exception of the influenza vaccination. This update will be due by October 1 or the next business day. Any updates done outside of this timeframe will not be accepted and **may result in loss of clinical placement or program dismissal**.
   3) Failure to submit health documentation by the deadline date of July 14 or the next business day, will result in delayed progression in the Nursing Program until the beginning of the next semester or **not being accepted into the nursing program**. Re-entry will be based on space availability and cannot be guaranteed.

c. Provisional Registration
Students are granted provisional registration, which means that although students are able to register online, they may be removed from related class lists if they have not fulfilled their health requirement obligations by the designated deadlines.
Please note: Registration in any NUR course is NOT final until all health records have been received, reviewed, and approved.

4. **Recommendations for clinical experience restrictions**
   a. Recommendations for clinical experience restrictions usually apply to temporary conditions that a student may experience during clinical courses. It is expected that the student informs the instructor whenever such situations exist. (See *Guidelines for Infection Control in Health Care Personnel* below.)
   b. Nursing program advisors can advise you of the additional guidelines available for pregnant students and nursing mothers in class and in clinical rotations.
      - Please refer to The WCC Pregnant Student Rights web page: https://www.wccnet.edu/services/ombudsman/pregnant-student-rights/
      - Please refer to services for nursing mothers: https://www.wccnet.edu/services/ombudsman/lactation-room/
   c. Mental Health Nursing clinical site restrictions:
      The clinical agencies used for the Mental Health Nursing have requested the following restrictions:

      If a student or a family member receives treatment at any of the clinical sites used for the Mental Health Nursing clinical rotation, the student will not be allowed to use this site for a clinical placement. (For example: Community Supports and Treatment Services (CSTS), the Behavioral Health inpatient or outpatient departments of the Veteran's Affairs Hospital system.)

      Please inform the Department Chair and the Clinical Coordinator during NUR 128 if this restriction applies, so that you can be given an appropriate mental health clinical placement.

Guidelines for Infection Control in Health Care Personnel

Table 3. Summary of suggested work restrictions for health care personnel exposed to or infected with infectious diseases of importance in health care settings, in the absence of state and local regulations (modified from ACIP recommendations[9])

Disease/problem	Work restriction	Duration	Category
Conjunctivitis	Restrict from patient contact and contact with the patient's environment	Until discharge ceases	II
Cytomegalovirus infections	No restriction		II
Diarrheal diseases			
Acute stage (diarrhea with other symptoms)	Restrict from patient contact, contact with the patient's environment, or food handling	Until symptoms resolve	IB
Convalescent stage, *Salmonella* spp.	Restrict from care of high-risk patients	Until symptoms resolve; consult with local and state health authorities regarding need for negative stool cultures	IB
Diphtheria	Exclude from duty	Until antimicrobial therapy completed and 2 cultures obtained $\geq$ 24 hours apart are negative	IB
Enteroviral infections	Restrict from care of infants, neonates, and immunocompromised patients and their environments	Until symptoms resolve	II
Hepatitis A	Restrict from patient contact, contact with patient's environment, and food handling	Until 7 days after onset of jaundice	IB
Hepatitis B			
Personnel with acute or chronic hepatitis B surface antigemia who do not perform exposure-prone procedures	No restriction*; refer to state regulations; standard precautions should always be observed		II
Personnel with acute or chronic hepatitis B e anti-genemia who perform exposure-prone procedures	Do not perform exposure-prone invasive procedures until counsel from an expert review panel has been sought; panel should review and recommend procedures the worker can perform, taking into account specific procedure as well as skill and technique of worker; refer to state regulations	Until hepatic B e antigen is negative	II
Hepatitis C	No recommendation		Unresolved issue
Herpes simplex			
Genital	No restriction		II
Hands (herpetic whitlow)	Restrict from patient contact and contact with the patient's environment	Until lesions heal	IA
Orofacial	Evaluate for need to restrict from care of high-risk patients		II
Human immunodeficiency virus	Do not perform exposure-prone invasive procedures until counsel from an expert review panel has been sought; panel should review and recommend procedures the worker can perform, taking into account specific procedure as well as skill and technique of the worker; standard precautions should always be observed; refer to state regulations		II
Measles			
Active	Exclude from duty	Until 7 days after the rash appears	IA
Post-exposure (susceptible personnel)	Exclude from duty	From 5th day after 1st exposure through 21st day after last exposure and/or 4 days after rash appears	IB
Meningococcal infections	Exclude from duty	Until 24 hours after start of effective therapy	IA

Disease/problem	Work restriction	Duration	Category
Mumps			
Active	Exclude from duty	Until 9 days after onset of parotitis	IB
Post-exposure (susceptible personnel)	Exclude from duty	From 12th day after 1st exposure through 26th day after last exposure or until 9 days after onset of parotitis	II
Pediculosis	Restrict from patient contact	Until treated and observed to be free of adult and immature lice	IB
Pertussis			
Active	Exclude from duty	From beginning of catarrhal stage through 3rd wk after onset of paroxysms or until 5 days after start of effective antimicrobial therapy	IB
Post-exposure (asymptomatic personnel)	No restriction, prophylaxis recommended		II
Post-exposure (symptomatic personnel)	Exclude from duty	Until 5 days after start of effective antimicrobial therapy	IB
Rubella			
Active	Exclude from duty	Until 5 days after rash appears	IA
Post-exposure (susceptible personnel)	Exclude from duty	From 7th day after 1st exposure through 21st day after last exposure	IB
Scabies	Restrict from patient contact	Until cleared by medical evaluation	IB
Staphylococcus aureus infection			
Active, draining skin lesions	Restrict from contact with patients and patient's environment or food handling	Until lesions have resolved	IB
Carrier state	No restriction, unless personnel are epidemio-logically linked to transmission of the organism		IB
Streptococcal infection, group A	Restrict from patient care, contact with patient's environment, or food handling	Until 24 hours after adequate treatment started	IB
Tuberculosis			
Active disease	Exclude from duty	Until proved noninfectious	IA
PPD converter	No restriction		IA
Varicella			
Active	Exclude from duty	Until all lesions dry and crust	IA
Post-exposure (susceptible personnel)	Exclude from duty	From 10th day after 1st exposure through 21st day (28th day if VZIG given) after last exposure	IA
Zoster			
Localized, in healthy person	Cover lesions; restrict from care of high-risk patients†	Until all lesions dry and crust	II
Generalized or localized in immunosuppressed person	Restrict from patient contact	Until all lesions dry and crust	IB
Post-exposure (susceptible personnel)	Restrict from patient contact	From 10th day after 1st exposure through 21st day (28th day if VZIG given) after last exposure or, if varicella occurs, until all lesions dry and crust	IA
Viral respiratory infections, acute febrile	Consider excluding from the care of high risk patients‡ or contact with their environment during community outbreak of RSV and influenza	Until acute symptoms resolve	IB

* Unless epidemiologically linked to transmission of infection

† Those susceptible to varicella and who are at increased risk of complications of varicella, such as neonates and immunocompromised persons of any age.

‡ High-risk patients as defined by the ACIP for complications of influenza.

Appendices

APPENDIX A

COURSE SEQUENCE
Associate in Applied Science: RN Program (APNURS)

FIRST SEMESTER

ENG 111	English Composition I	4 credits
COM 101 or 102 or 200	Communication Electives (take only one)	3 credits
MTH 160	Basic Statistics (or MTH 167 if completed and passed Winter 2017 or earlier) or any math level 4 or higher course	3-5 credits
BIO 111	Anatomy and Physiology - Normal Structure and Function	5 credits
	Total	**15–17 credits**

SECOND SEMESTER

NUR 108	Nursing Concepts I	8 credits
NUR 115	Pharmacology	3 credits
*BIO 147	Hospital Microbiology (BIO 237 is recommended for RN-BSN Programs)	1 credit
BIO 212	Pathophysiology: Alterations in Structure and Function	4 credits
	Total	**16 credits**

THIRD SEMESTER

NUR 128	Nursing Concepts II	8 credits
PSY 206	Life Span Developmental Psychology	4 credits
	Total	**12 credits**

FOURTH SEMESTER

NUR 138	Nursing Concepts III	8 credits
PHL 244	Ethical and Legal Issues in Health Care	3 credits
	Total	**11 credits**

FIFTH SEMESTER

NUR 288	Nursing Concepts IV	8 credits
	Total	**8 credits**

Total Credits Required:	**62-64 credits**

Footnotes
*If you are planning to pursue a BSN degree, it is strongly recommended that you take BIO 237 Microbiology, in place of BIO 147.
BIO 147 will not transfer to a four-year university.

APPENDIX B

COURSE SEQUENCE:
Associate in Applied Science: LPN to RN (APNURL) – Fall Entry (effective Fall 2019)

FIRST SEMESTER

BIO 111	Anatomy and Physiology – Normal Structure and Function	5 credits
ENG 111	English Composition I	4 credits
COM 101 or 102 or 200	Communication Electives (take only one)	3 credits
MTH 160	Basic Statistics (or MTH 167 if completed and passed Winter 2017 or earlier) or any math level 4 or higher course	4 credits
	Total	16 credits

SECOND SEMESTER

BIO 212	Pathophysiology: Alterations in Structure and Function	4 credits
NUR 134	LPN to RN Transition Course	3 credits
PSY 206	Life Span Developmental Psychology	4 credits
		11 credits

THIRD SEMESTER

NUR 108	Nursing Concepts III	8 credits
PHL 244	Ethical and Legal Issues in Health Care	3 credits
	Total	11 credits

FOURTH SEMESTER

NUR 128	Nursing Concepts IV	8 credits
	Total	
REQUIRED	LPN unrestricted license and experiential learning; upon acceptance, students Must formally request WCC credits for prior learning and pay any associated fees to WCC as needed, up to a maximum of 14 credits, to reach minimum 60 credits.	14 credits
	Total Credits Required:	60 credits

Suggested additional courses: The student might consider taking NUR 115: Pharmacology, and/or BIO 147: Hospital Microbiology in the Spring/Summer semester. These courses would be supportive of the overall program objectives and serve as refresher material for the student.

APPENDIX C

BUREAU OF OCCUPATIONAL AND PROFESSIONAL REGULATION

Michigan Public Code
Act 368 of 1978
Article 15. Occupations

PART 172. NURSING

SECTION 17201. (1) As used in this part:

(a) "Practice of nursing" means the systematic application of substantial specialized knowledge and skill, derived from the biological, physical, and behavioral sciences, to the care, treatment, counsel, and health teaching of individuals who are experiencing changes in the normal health processes or who require assistance in the maintenance of health and the prevention or management of illness, injury, or disability.

(b) "Practice of nursing as a licensed practical nurse" or "L.P.N." means the practice of nursing based on less comprehensive knowledge and skill than that required of a registered professional nurse and performed under the supervision of a registered professional nurse, physician, or dentist.

(c) "Registered professional nurse" or "R.N." means an individual licensed under this article to engage in the practice of nursing which scope of practice includes the teaching, direction, and supervision of less skilled personnel in the performance of delegated nursing activities.

For more information:
- http://www.legislature.mi.gov/%28S%28qzmxplecsgg0ws45wti1kr55%29%29/mileg.aspx?page=getObject&objectName=mcl-368-1978-15-172

- http://www.michigan.gov/lara/0,4601,7-154-35299_63294_27529_27542-295888--,00.html

APPENDIX D

<u>MICHIGAN RIGHT TO KNOW LAW</u>

The Michigan Right to Know Law is designed to provide information to employers and employees exposed to hazardous chemicals in their work place. Contracted clinical agencies have provided this information for their employees and our students have access to this information.

Information on hazardous chemicals used at Washtenaw Community College can be obtained from the Office of Campus Safety and Security. This includes chemicals in the biology and chemistry labs.

For further assistance or questions regarding the Michigan Right to Know Law, call or visit:

> Michigan Department of Labor
> Safety Education and Training Division
> P.O. Box 30015
> Lansing, MI 48909
> (517) 322-1809
>
>
> Michigan Department of Public Health
> Division of Occupational Health
> P.O. Box 30035
> Lansing, MI 48909
> (517) 335-8250

APPENDIX E

<u>NURSING PROGRAM CODE OF CONDUCT</u>

Nurses traditionally have been trusted and respected by the public they serve. The nursing profession has attempted to protect this trust and respect by requiring its members to adhere to the American Code of Ethics for Nurses:

	The ANA Code of Ethics
1	*The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.*
2	*The nurse's primary commitment is to the patient, whether an individual, family, group, or community.*
3	*The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.*
4	*The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.*
5	*The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal professional growth.*
6	*The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.*
7	*The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.*
8	*The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.*
9	*The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.*

American Nurses Association, (2015) *Code of Ethics for Nurses with Interpretive Statements,* retrieved from: http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html

In addition, nurses are expected to be honest, responsible citizens in all aspects of their lives: professional, academic and personal. Since entering the WCC Nursing Program is a first step toward entering the nursing profession, students are expected to uphold all standards referred to above.

Professional Expectations

The ANA Code Ethics is the foundation for professional behavior. General clinical guidelines and rules are listed in a separate section of this handbook. Specific practice guidelines will be presented during each nursing course and must be followed to ensure safe client care and nursing practice. Honesty, civility, and responsible behavior are expected in all areas.

Academic Expectations

Students are expected to put forth their best effort in the classroom as well as in the clinical setting; without a solid understanding of theory, clinical practice will never be all that it should be.

Academic achievement requires consistent study and effort to learn complex material. Some students are tempted to lapse into academic dishonesty (cheating, fabrication, plagiarism, etc.) when other pressures limit their time or ability to study. The faculty, however, believe that academic dishonesty jeopardizes a student's theoretical foundation for safe practice, and therefore any academic dishonesty is unacceptable.

Students are expected to uphold the following academic standards:

1.   Submit only own work (papers, homework, computer assignments).

2.   When using other sources in preparing a paper, always provide correct citations and quotation marks as required (avoid plagiarism).

3.   Provide accurate data without falsification or fabrication.

4.   Avoid cheating on any exam (crib notes, collaboration, securing unauthorized copy of exam or exam key, unauthorized use of calculators, etc.).

5.   Refuse to assist another in any form of academic dishonesty.

6.   Report to the instructor any observed dishonesty.

7.   Write on each test answer sheet, if requested to do so by instructor:

> "I have neither given nor received aid on this exam" and add signature.

In summary, upholding this Code of Conduct will support the integrity of the nursing profession. In addition, such behavior will foster trust and respect between faculty and students, further enhancing the learning environment.

Consequences

The WCC *Student Rights, Responsibilities, and Conduct Code (SRRCC)* has defined student responsibilities that are consistent with the institutions core values. It also describes behaviors that are considered inappropriate for the College Community and in opposition to these core values. These behaviors are listed in https://www.wccnet.edu/trustees/policies/4095/.

Per the policies found within the *Student Rights, Responsibilities, and Conduct Code*, the following sanctions may be imposed for violation of academic dishonesty or any other of College Policies:

1.   Warning: An official written notice that the student has violated College policies and/or rules and that more severe conduct action will result should the student be involved in other violations while the student is enrolled at the College.

> Restitution: The student is required to make payment either with money or the performance of specific duties to the College or other persons, groups, or organizations for damages incurred as a result of a violation of this policy. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.

2.   Failing Grade: In the case of academic dishonesty, the student may receive a failing grade for the test or for the course involved.

3.   Loss of Privileges: The student will be denied specified privileges for a designated period of time.

4. Behavioral Requirement: This includes required activities including, but not limited to, seeking academic counseling or substance abuse screening, writing a letter of apology, etc.

5. Educational Program: Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible.

6. Expulsion or Removal from an Academic Major, Course, Program, or Activity: Removal: A student may continue to attend other classes but may not attend the course or program from which he/she has been removed. In the event of removal, a student will be given either a withdrawal or a failure in the course. Expulsion: Permanent separation from participating in, or enrolling in, a specific academic major, course, or program. This could also apply to a club, team, or other non-academic student activity. Expulsion from a specific program could include a prohibition from entering al related programs (e.g. expelled from nursing program and sanction includes prohibition from entering any Allied Health program) or expulsion from a non-academic activity could include a prohibition from participating in all related non-academic student activities (e.g. expelled from one club sports team and sanction includes prohibit ion from participating with any club sport team) depending on the nature of the Code violation.

7. Probation: Probation is a serious and active response to a violation of this code. Probation may be combined with other sanctions or applied separately. Probation is for a designated period of time. If there are violations of this Code or any violation of the terms of the probation during the period of probation, this will typically result in immediate suspension.

8. Suspension: Separation of the student from the College for a specified period of time, after which the student is eligible to return. Eligibility to return may be contingent upon satisfaction of specific conditions. During the suspension, the student shall not participate in any College-sponsored activity and is barred from College premises unless prior written approval from the President or his/her designee is received. This sanction may be enforced with a trespass action as necessary.

9. Expulsion: Permanent separation of the student from the College. The student is barred from College property and the student's presence at any College-sponsored activity or event is prohibited. This action may be enforced with a trespass action as necessary. This sanction will be noted as an Expulsion on the student's official academic transcript.

10. Other Sanctions: Other sanctions, including loss of access to College resources, mandated counseling or psychiatric assessments, may be imposed instead of, or in addition to, those specified in the above sections. For example, students may be subject to restrictions upon their driving privileges on College property for disciplinary violations involving the use of motor vehicles, or, in the case of computer misconduct, students may forfeit the use of their email account. Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the President or his/her designee.

The student will be notified of unacceptable behavior(s), infractions of this handbook, or violations of the WCC *Student Rights, Responsibilities, and Conduct Code* (SRRCC) by either the program faculty or appointed College staff (depending on the nature and severity of the situation). The student will have the opportunity to respond to any allegations.

APPENDIX F

WASHTENAW COMMUNITY COLLEGE NURSING PROGRAM
ABILITIES STATEMENT

Admission into the Nursing Program is contingent upon students declaring that they have specific physical and cognitive abilities. These requirements are detailed below. WCC reserves the right to request that students successfully demonstrate the specific cognitive and physical abilities related to the Nursing Program. **Change in student health status during program participation will necessitate the student's healthcare provider's renewed approval.**

Abilities Necessary for Attainment of Core Competencies in the Nursing Program

The student must be able to:

- Speak clearly in order to communicate with patients, families, health care team members, peers, and faculty.
- Stand and walk for six to ten hours/day.
- Bend, squat, and kneel.
- Possess sufficient strength to push/pull objects more than 50 pounds and to transfer objects of more than 100 pounds.
- Perform CPR, i.e. move above patient to compress chest and manually ventilate patient.
- Work with arms fully extended overhead.
- Possess manual dexterity, i.e. use hands for grasping, pushing, pulling, and other fine motor manipulation, including legible writing and typing.
- Demonstrate eye-hand coordination and arm-hand steadiness for manipulation of equipment, i.e. syringes, procedures.
- Possess tactile ability to differentiate changes in sensation as part of the patient assessment.
- Possess auditory acuity to note slight changes in the patient's condition, i.e. lung sounds, bowel sounds, vital signs, etc.
- Possess auditory acuity to hear patient's calls for assistance without facing the patient.
- Possess auditory acuity to interpret various equipment signals and alarms and use the telephone.
- Possess visual acuity to read and distinguish colors, to read handwritten orders and other handwritten or printed patient data, i.e. medical records, medication labels.
- Possess visual acuity to clearly see and read electronic monitors, syringes, and scales in order to correctly interpret data.
- Concentrate on details with moderate amount of interruptions, such as patient requests, IV pumps/alarms, calculating drug dosages, etc.
- Attend to tasks/functions for periods up to 60 minutes in length and to attend to tasks/functions for periods exceeding 60 minutes in length.
- Possess sufficient emotional control to exercise independent judgment and discretion to ensure patient and personal safety.
- Understand and relate to specific ideas, concepts, and theories generated and simultaneously discussed.
- Remember tasks and assignments given to self and others over both short and long periods of time.

I have read these statements and believe I meet the above requirements.

_____	_____	_____
Student PRINTED NAME	SIGNATURE	DATE

I, _____ (healthcare provider) have read the above abilities statement and affirm that
_____ (student) is cleared to perform all duties listed with no restrictions.

_____	_____	_____
Healthcare Provider Printed Name	SIGNATURE	DATE

APPENDIX G

LICENSING EXAMINATION INFORMATION

Graduates of the program will be eligible to take the licensing examination for Registered Nurses (NCLEX-RN). This examination costs $200. Examinations are scheduled by the graduate once the Michigan Board of Nursing has declared the candidate eligible to test. If a graduate has been convicted of a criminal offense, or is addicted to drugs or alcohol, he/she <u>may not be eligible</u> to take the State Board of Nursing examination or to receive a license.

Application for the RN license is separate from the application for taking the NCLEX-RN and has a fee of $54. Information about testing and licensure, including application forms, can be found on the following websites:

- National Council for State Board of Nursing: Candidate Handbook:
  https://www.ncsbn.org/1213.htm

To apply for a license, please access the Registered Nurse Application packet at:

Michigan Department of Licensing and Regulatory Affairs
Bureau of Health Care Services
Health Professions Division
Board of Nursing
PO Box 30193
Lansing MI 48909
(517) 335-0918
http://www.michigan.gov/lara/0,4601,7-154-35299_63294_27529_27542-42735--,00.html

NOTE: School Code for WCC: **US09408300**

APPENDIX H

WCC NURSING PROGRAM
TRANSPORTATION WAIVER OF LIABILITY

I understand that I have been advised to provide my own transportation for a community-based clinical experience in connection with the Washtenaw Community College Nursing Program. I understand that I may, of my own choice, accept transportation from an agency staff person in his/her private vehicle or in an agency vehicle, but that such acceptance is not required by the College nor is it in any way a part of the course requirements.

If I choose to accompany the agency staff person in a private or agency vehicle, I understand and agree that the choice is mine, in my sole discretion, and is completely voluntary on my part.

IN THE CASE OF INCIDENT, ACCIDENT, OR INJURY OF ANY KIND, I UNDERSTAND THAT WASHTENAW COMMUNITY COLLEGE AND ANY AND ALL PERSONS OFFICIALLY CONNECTED WITH THE COLLEGE ARE <u>NOT</u> RESPONSIBLE FOR ANY AND ALL INJURIES OR DAMAGES SUSTAINED OR HEALTH CARE COSTS INCURRED. I HEREBY FULLY RELEASE WASHTENAW COMMUNITY COLLEGE, ITS FACULTY, STAFF, EMPLOYEES, TRUSTEES, REPRESENTATIVES, AND AGENTS AND ANY OTHER PERSON ACTING ON BEHALF OF THE COLLEGE FROM ANY AND ALL LIABILITY ARISING OUT OF MY TRANSPORTATION IN THE AGENCY STAFF PERSON'S VEHICLE.

STUDENT'S NAME (print neatly): _____

STUDENT'S SIGNATURE: _____

DATE: _____