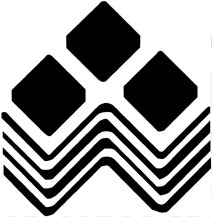
**WASHTENAW COMMUNITY COLLEGE**

**NURSING PROGRAM**



**STUDENT HANDBOOK**

2015 – 2016

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**Washtenaw Community College**

**4800 East Huron River Drive Ann Arbor, MI 48105-4800**

**Nursing & Health Sciences Department**

**Technical & Industrial and Business Education Buildings**

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TI 205 NUR courses

TI 207 HSC 100

TI 209 Simulation Lab

**Fax:** (734) 677-5078

# INTRODUCTION TO NURSING AT WCC

It is the policy of WCC and the WCC Nursing Program that no person shall, on the basis of race, color, national origin, gender, age, marital status, creed, or handicap, be excluded from participating in, be denied benefits of, or be subjected to discrimination during any program or activity or in employment.

There are two nursing programs at Washtenaw Community College:

**1. Associate in Applied Science: RN Program (APNURS)**

The APNURS Program 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: Nursing Transfer Programs (APNURE)**

This WCC honors program prepares students for a smooth transition into the third and fourth years of Eastern Michigan University’s School of Nursing (EMU-SoN) BSN program. Individuals will receive a solid science foundation and begin taking nursing courses during the first two years at WCC. Students will not be eligible for registered nurse (RN) licensure until completion of the EMU-SoN program.

# 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](http://www.ncahigherlearningcommission.org)

[www.ncahlc.org](http://www.ncahlc.org)

Contact 734-973-3300 for information about Washtenaw Community College.

**Program Accreditations and Approvals**

The Washtenaw Community College Nursing Program has the approval of the Michigan Department of Licensing and Regulatory Affairs and has been 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 Accreditation Commission for

Bureau of Health Services Education in Nursing (ACEN)

Bureau of Health Professions Licensing Division 3343 Peachtree Rd NE, Suite 850

Board of Nursing Atlanta, GA 30326

PO Box 30670 (404) 975-5000

Lansing, MI 48909 Fax: (404) 975-5020

(517) 335-0918

<http://www.michigan.gov/lara>[www.acenursing.org](http://www.acenursing.org)

Graduates of the APNURS Nursing Program 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 09-483 when you apply for your RN license.

# WCC MISSION

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

1. We provide a caring, open door teaching and learning environment.
2. We provide excellent teaching, counseling, and support services.
3. We reach out to people who have limited income or other barriers to success.
4. We enable people to progress in their academic and career pursuits.
5. 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 [Board of Trustees Policy Manual](http://www.wccnet.edu/trustees/policies/) contains a number of policies regarding student rights and responsibilities. Links to some of the more frequently requested policies can be found at:

<http://www4.wccnet.edu/academicinfo/studentrights/index.php>

Student Rights include (but are not limited to) the following:

* *Washtenaw Community College does not discriminate on the basis of religion, race, color, national origin, age, sex, height, weight, marital status, disability, veteran status, or any other protected status as provided for and to the extent required by federal and state statutes. Nor does the college discriminate on the basis of sexual orientation, gender identity or gender expression.*
* *The Student Right to Know and Campus Security Act of 1990 is a federal law that mandates the disclosure by all institutions of higher education of the rates of graduation, the number of incidents of certain criminal offenses, the type of security provided on campus, the pertinent policies regarding security on campus and policies that record and deal with alcohol and drug abuse. WCC is in full compliance and provides information annually through various means, including college publications, wccnet.edu or email. Inquiries concerning the Student Right to Know and Campus Security Act should be directed to:*

*Washtenaw Community College*

*Office of the Vice President for Student and Academic Services*

*Room SC 247*

*Student Center Building*

*Ann Arbor, MI 48105-4800*

*734-973-3536*

* *Prohibition of Sexual Misconduct*

*Any form of sexual misconduct jeopardizes the welfare of our students, employees, and the safety of the College community. Sexual misconduct includes the acts of sexual assault, dating/domestic violence, sexual harassment, stalking, and more. Sexual misconduct diminishes a students’ individual dignity and may cause lasting physical and psychological harm. Sexual misconduct violates our institutional and community values. Sexual misconduct will not be tolerated at Washtenaw Community College and is expressly prohibited.*

* *Facility access inquiries: VP for Facilities, Grounds and Campus Safety, PO 112, 734-677-5322.*
* *Title IX or ADA/504 inquiries related to programs and services: VP for Student and Academic Services, SC 247, 734-973-3536.*

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 above link:<http://www4.wccnet.edu/academicinfo/studentrights/index.php>

**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: <http://www.wccnet.edu/trustees/policies/4095/>

# 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 PHILOSOPHY

Reflecting both the WCC mission and the Nursing program mission, the philosophy of the Nursing program encompasses several foundational beliefs and is grounded in Modeling and Role Modeling Theory, as well as a model for practice (Nursing Process). The principles are:

*The delivery of high quality nursing care is dependent on the skills of nurses* prepared at a variety of educational levels and that are all essential and valuable in meeting the health care needs of individuals in society.

*Nurses and students in nursing programs have a right to career mobility* within the profession of nursing. Completion of a formal education program does not end one’s education, but rather, marks the continuation of professional learning. Faculty in nursing programs facilitate the educational advancement of nurses. All nurses, at whatever level, have an obligation and responsibility to take advantage of continuing education opportunities through colleges and universities, professional organizations, professional journals, place of employment, and their own experience. Nursing is an ever-growing and ever-changing profession that requires its members to continue professional growth through formal and informal education.

*Nursing is the holistic helping of persons with their self-care activities in relation to their health.* This interactive, interpersonal process nurtures strengths to enable development, release and channeling of resources for coping with one’s circumstances and environment. The goal is to achieve a state of perceived optimum health and contentment.

*The nurse is the facilitator who assists the individual to identify, mobilize and develop resources.* The nurse seeks to know and understand the patient’s personal model of his/her world. This enables the nurse, in conjunction with the patient, to collect data, analyze it and plan interventions, in order to mobilize needed resources, using the nursing process, as an organizing framework for practice.

*The practice of nursing is an art as well as a science.* The art of *modeling* is the nurse’s approach for developing an image to understand the patient’s world. This modeling is developed within the patient’s framework and perspective. *Modeling* occurs as the nurse accepts and understands the patient. The science of *modeling* is the aggregation and analysis of data collected from the patient’s model, based on the theoretical concepts discussed above. The art of *role modeling* occurs when interventions and plans are patient-specific and unique. The science of role modeling involves the planning of interventions based on theoretical concepts. *Role modeling* begins with the nurse moving from the analysis phase of the nursing process to the planning of interventions.

*Human beings are not simply their physical body, but rather, an interactive bio-psycho-social-cultural-spiritual unit*.

These principles provide the values on which the Nursing program is built and serve as guidelines in the design and delivery of the curriculum of the Nursing program.

**Model for Practice: Nursing Process**

The nursing process model is currently used by practicing nurses at all levels of professional preparation and consists of six components: assessment; diagnosis; outcome identification, planning; implementation; and evaluation. Details of this model are explained in the ANA’s **Nursing: Scope and Standards of Practice (2010)**. 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.

As the curriculum is redesigned in response to the progress in the field of nursing, these principles will provide overall direction.

# 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 eight core components.

*Professional behaviors* within nursing practice are characterized by a commitment to the profession of nursing. Graduate of associate degree nursing programs adhere to standards of professional practice, are accountable for their own actions and behaviors and practice nursing within legal, ethical, and regulatory frameworks. Professional behaviors also include a concern for others, as demonstrated by caring, valuing the profession of nursing, and participating in ongoing professional development.

*Communication* in nursing is an interactive process through which there is an exchange of information verbally, non-verbally, in writing, or through information technology. Those who may be included in this process are: the nurse, patient, significant support persons, and other members of the healthcare team and community agencies. Effective communication demonstrates caring, compassion and cultural awareness. It is directed toward promoting positive outcomes and establishing a trusting relationship. Therapeutic communication is an interactive verbal and non-verbal process between the nurse and patient that assists the patient to cope with change, develop more satisfying interpersonal relationships and integrate new knowledge and skills.

*Assessment* is the collection, analysis, and synthesis of relevant data for the purpose of appraising the patient’s health status. Comprehensive assessment provides a holistic view of the patient, which includes dimensions of physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the orderly collection of information from multiple sources to establish a foundation for provision of nursing care. In addition, it includes identification of available resources to meet patient needs. Initial assessment provides a baseline for future comparisons that can be made in order to individualize patient care. Ongoing assessment and reassessment are required to meet the patient’s changing needs.

*Clinical decision-making* encompasses the performance of accurate assessments, the use of multiple methods to access information and the analysis and integration of knowledge and information to formulate clinical judgments. Effective clinical decision making results in finding solutions, individualizing care and assuring the delivery of accurate, safe care that moves the patient and support person(s) toward positive outcomes. Evidence-based practice and the use of critical thinking provide the foundation for appropriate clinical decision making.

*Caring interventions* are those nursing behaviors and actions that assist patients in meeting their needs. These interventions are based on a knowledge and understanding of the natural sciences, behavioral sciences, nursing theory, nursing research and past nursing experiences. Caring is the “being with” and “doing for” that assist patients to achieve the desired results. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust, where patient choices related to cultural values, beliefs, and lifestyle are respected.

*Teaching and learning* processes are used to promote and maintain health and reduce risks. These are implemented in collaboration with the patient, significant support person(s) and other members of the healthcare team. Teaching encompasses the provision of health education to promote and facilitate informed decision-making, achieve positive outcomes and support self-care activities. Integral components of the teaching process include the transmission of information, evaluation of the response to teaching and modification of teaching based on identified responses. Learning involves the assimilation of information to expand knowledge and change behavior.

*Collaboration* is the shared planning, decision-making, problem solving, goal setting and assumption of responsibilities by those who work together cooperatively. Collaboration occurs with the patient, significant support person(s), peers, other members of the healthcare team and community agencies. The nurse participates in the team approach to holistic, patient-centered care across healthcare settings. The nurse functions as advocate, liaison, coordinator and colleague as all participants work together to meet patient needs and move the patient toward positive outcomes. Collaboration requires consideration of patient needs, priorities and preferences, available resources and services, shared accountability and mutual respect.

*Managing care* is the efficient, effective use of human, physical, financial, and technological resources to meet patient needs and support organizational outcomes. Effective management is accomplished through the processes of planning, organizing, directing, and controlling. The nurse, in collaboration with the healthcare team, uses these processes to assist the patient to more toward positive outcomes in a cost efficient manner, to transition within and across healthcare settings and to access resources.

# WCC NURSING PROGRAM OUTCOMES

The core components in the framework take the form of general competencies for the program. Students are expected to achieve these at the completion of the Associate Degree Nursing program. These general competencies can be stated as follows:

1. Demonstrate professional behaviors in all aspects of nursing practice.

2. Communicate with all patients, patient families, and members of the healthcare team.

3. Perform comprehensive assessments of patient needs and conditions.

4. Implement clinical decision-making to select nursing interventions.

5. Provide caring interventions for patients and support persons.

6. Develop, implement, and evaluate teaching and learning plans for patients, support persons, and assistive personnel.

7. Collaborate with all members of a healthcare team for the benefit of the patient.

8. Manage patient care effectively related to time, personnel, technology, and cost.

# ASSESSMENT OF PROGRAM OUTCOMES

The Nursing program offers learning experiences to assist students in becoming beginning practitioners 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. Student performance on the ATI RN Comprehensive Predictor.

2. NCLEX-RN results for first-time takers.

3. Employment status within six months after graduation.

4. Employer satisfaction.

# COMPETENCIES AND COURSES

Specific competency statements have been identified for each program 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, as summarized in Table 1. The Anecdotal Record form 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. General and Specific Competencies of the WCC Nursing Program, by Semester and Course.**

| **General Competencies**  (Components in **bold)** | **Semester 2 Competencies**  **(102, 106, 115)** | **Semester 3 Competencies**  **(NUR 123, 124, 131, 132)** | **Semester 4 Competencies**  **(NUR 223, 224, 255, 256)** | **Semester 5 Competencies**  **(NUR 231, 232, 283, 284)** |
| --- | --- | --- | --- | --- |
| 1. Demonstrate **professional behaviors** in all aspects of nursing practice. | 1. Identify the ethical, legal, political, and regulatory frameworks of nursing and standards of professional practice. 2. Demonstrate accountability for nursing care given by self. 3. Create a self-developed plan to meet individual learning needs. | 1. Demonstrate accountability for nursing care given by self within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice. 2. Recognize the impact of economic, political, social, and demographic forces on the delivery of healthcare. 3. Recognize unsafe practices of healthcare providers and report using appropriate channels of communication. 4. Assume responsibilities for meeting own learning needs in lifelong learning. | 1. Provide care within with the legal, professional and ethical standards of practice. 2. Identify social and political issues that impact on provision of care. 3. Recognize unsafe practices of healthcare providers and report using appropriate channels of communication. 4. Implement independent learning activities or demonstrate initiative for self-development and professional growth. | 1. Practice within the ethical, legal, political, and regulatory frameworks of nursing and standards of professional nursing practice. 2. Distinguish the impact of economic, political, social, and demographic forces on the delivery of health care. 3. Demonstrate accountability for nursing care given by others and/or delegated to others. 4. Participate in lifelong learning and develop/implement a plan to meet self-learning needs. |
| 1. **Communicate** with all patients, patient families, and members of the healthcare team. | 1. Identify effective communication skills with older adults. 2. Communicate relevant, accurate, and complete basic patient information in a confidential and clear manner with supervision. 3. Demonstrate ability to use information technology. | 1. Demonstrate effective communication skills when communicating with patient and families. 2. Communicate and document essential patient information to the healthcare team with cueing. 3. Demonstrate ability to use information technology within various settings. | 1. Utilize effective communication techniques when working with diverse patients, patient groups and families. 2. Communicate to, and collect from other health care providers, relevant and accurate health care data. 3. Demonstrate ability to use information technology within various settings. | 1. Utilize effective communication with culturally diverse patients across the life span and significant support persons to achieve positive patient outcomes*.* 2. Communicate relevant, confidential, and complete information in a concise clear manner to members of the healthcare team to achieve positive patient outcomes using information technologies as appropriate. |
| 1. Perform comprehensive **assessments** of patient needs and conditions. | 1. Assess one (1) patient with well-defined needs by completing a comprehensive assessment *with supervision*. 2. Reassess the patient’s response to health interventions, and changes in health status and identified needs *with supervision*. | 1. Assess one (1) moderately complex patient or family by completing a comprehensive assessment *with cueing*. 2. Reassess the patient’s response to health interventions, and changes in health status and identified needs *with cueing*. | 1. Assess two (2) moderately complex patients by completing a comprehensive assessment *with minimal cueing*. 2. Reassess the patient’s response to health interventions, and changes in health status and identified needs *with minimal cueing*. | 1. Assess three (3) moderately complex patients and/or one family unit by completing a comprehensive assessment *with minimal cueing*. 2. Reassess the patient’s response to health interventions, and changes in health status and identified needs with minimal cueing. |
| 1. Implement **clinical decision-making** to select nursing interventions. | 1. Identify nursing interventions with appropriate guidance to ensure accurate and safe care. 2. Identify evidence-based practice in the delivery of healthcare*.* | 1. Apply assessed data in planning, implementing and evaluating nursing care with cueing. 2. Recognize the importance of evidence-based practice in the delivery of healthcare. | 1. Analyze assessed data to form nursing diagnoses and make clinical judgments to ensure accurate and safe care with minimal cueing. 2. Apply evidence-based practice in the delivery of healthcare. | 1. Make clinical judgments and management decisions with minimal guidance using evidence-based information to ensure accurate and safe care. |
| 1. Provide **caring interventions** for patients and support persons. | 1. Recognize caring interventions related to the bio-psycho-social-cultural-spiritual influences that promote patient comfort and function. 2. Provide a safe physical and psychosocial environment for the patient under direct supervision. 3. Identify coping and adaptive skills for stressful events including healthcare and end-of-life care decisions. | 1. Provide for bio-psycho-social-cultural-spiritual safety and comfort with supervision. 2. Perform basic clinical skills independently and complex clinical skills with supervision. 3. Identify coping and adaptive skills for stressful events and changes in health status and end-of-life decisions. | 1. Provide a safe bio-psycho-social-cultural-spiritual environment for the patient and family. 2. Perform complex psychomotor/technical skills competently with minimal cueing. 3. Facilitate the patient and significant support person(s) to cope with and adapt to stressful events and changes in health status and end-of-life decisions. | 1. Utilize caring interventions consistent with the patient’s individualized health state, personal characteristics, psychosocial needs and cultural background. 2. Create a safe bio-psycho-social-cultural-spiritual environment for the patient. 3. Support the patient and significant support person(s) to cope with and adapt to stressful events and changes in health status when making health care and end of life decisions. |
| 1. Develop, implement, and evaluate **teaching and learning** plans for patients, support persons, and assistive personnel. | 1. Identify the components of an individualized teaching plan. 2. Develop an individualized teaching plan based on assessed needs. | 1. Implement a basic teaching plan individualized to meet patient’s needs. 2. Recognize the progress of the patient and significant support person(s) toward achievement of identified learning outcomes. | 1. Implement an individualized teaching plan to meet the needs of the patient and significant support person(s). 2. Determine the level of progress of patient and significant support person(s). | 1. Develop, implement, and evaluate an individualized teaching plan based on assessed needs in partnership with the patient and significant support persons. 2. Provide assistive personnel with relevant instruction to support achievement of patient outcomes. |
| 1. **Collaborate** with all members of a healthcare team for the benefit of the patient. | 1. Demonstrate cooperation in working with others to achieve patient outcomes. | 1. Utilize appropriate channels of communication with the multidisciplinary healthcare team to achieve patient goals. 2. Involve the patient and/or significant support person(s) with the decision-making process through mutual goal-setting. | 1. Collaborate with patient, significant support person and other health care providers to achieve patient and organizational goals. | 1. Collaborate with the patient, significant support person, and members of the healthcare team to achieve patient and organizational outcomes. |
| 1. **Manage** patient care effectively related to time, personnel, technology, and cost. | 1. Identify prioritization and the continuity of care. 2. Organize time effectively to provide basic holistic nursing care for *one (1) patient with well-defined needs* under direct supervision. 3. Observe available resources and services for healthy older adults. 4. Demonstrate competence with computer literacy. | 1. Prioritize the total nursing care needs for *one (1) moderately complex patient or one family unit* with cueing. 2. Identify nursing strategies to provide cost-effective care. 3. Recognize the need and availability of resources and services with cueing. 4. Demonstrate competence with current technologies. | 1. Prioritize the total nursing care needs for a minimum of *two (2) moderately complex patients in various settings* with minimal cueing. 2. Implement nursing strategies to provide cost-effective care. 3. Coordinate resources in diverse settings. 4. Demonstrate competence with current technologies. | 1. Utilize principles of coordination, collaboration, delegation, supervision, and referral in the management of patient care of *three (3) moderately complex patients or one (1) family unit*. 2. Implement nursing strategies to provide cost-effective care. 3. Demonstrate competencies with current technologies. |

**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 all policies listed below:

1. **PROGRAM PROGRESSION GUIDELINES**

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. (See Appendix B.)

a. If a student fails a nursing course 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 test averages or a course grade less than 78 percent for an 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: <http://www.wccnet.edu/unions/getting-help/transferring-credits/>

3. Submit all required health records as delineated in the *Health Requirements Policy* of this Handbook by the required deadline date.

4. Achieve a minimum of 78 percent average on both tests and overall grade in all required NUR theorycourses. A grade of P (pass) must be achieved for all NURclinical courses, indicating that the student has provided safe care to clients throughout the clinical experience. All required program support courses taken at WCC must be completed with a minimum grade of C.

5. Maintain math competency throughout the program. In order to demonstrate this competency, student nurses must pass a Clinical Calculation Competency (CCC) exam with a 90% proficiency prior to each clinical course within two attempts during the first week of the course.

a. Failure to maintain math competency will result in withdrawal from the clinical course, which automatically places the student in “out of sequence” status.

b. The student will be placed in future clinical 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 are any other 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 Change Form* 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.

**B. ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) TESTING POLICY**

1. Description

Ensuring both your successful and continuous progression in the nursing program and success on the NCLEX-RN licensure exam are our highest priorities. To this end, the WCC Nursing Program has adopted a standardized testing package referred to as the Comprehensive Assessment and Review Program (CARP) through Assessment Technologies Institute (ATI). ATI is designed not only to increase NCLEX-RN passing rates but also to lower attrition rates by early identification of students at risk of failure in the nursing program.

2. Procedures

1. ATI testing is a requirement in each of the nursing courses listed below (see chart). Failure to take the ATI exam when scheduled will result in a grade of (I) Incomplete for that course until the ATI test is taken. This may impact progression in the nursing program.
2. Failure to achieve a Proficiency Level 2 (or 90% for the RN predictor) on each ATI test may indicate that you have not obtained full mastery of the subject matter. It is strongly recommended that you use the ATI remediation tools to increase your understanding of the material. A second proctored exam is available for each subject (by appointment) to again help you determine if you have obtained mastery.

c. ATI provides students with additional resources to support academic success. One resource is called Nurse Logic. This online tutorial teaches students test taking skills specific to the NCLEX-RN.

d. An additional resource is the ATI Learning System. There are practice tests for all nursing program areas of study and targeted Medical/Surgical practice exams.

e. ATI also provides Form A & B Practice Tests for Fundamentals of Nursing, Pharmacology, Maternal/Newborn Nursing, Mental Health Nursing, Medical/ Surgical Nursing, Nursing Care of Children, Leadership, Community, and the Comprehensive RN Predictor. Each ATI practice exam can be used for self-assessment, remediation, and focused review.

f. Students are strongly encouraged to utilize all of the above ATI products. Results of the practice exams can be used to create an individualized focused review to help you attain the recommended Proficiency Level 2 on the pre-scheduled proctored exam in each nursing course (Proficiency Level 2 scores are listed in Appendix G).

g. ATI proctored retake dates/times will be posted under the ATI tab located under the “WCC Nursing Student Community” Blackboard site.

|  |  |
| --- | --- |
| NURSING COURSE | ATI TEST |
| Prior to start of Nursing Program | TEAS Proctored Exam |
| Start of program | Critical Thinking Entrance Proctored Exam |
| NUR 102 | Fundamentals Proctored Exam |
| NUR 115 | Pharmacology Proctored Exam |
| NUR 131 | OB Proctored Exam |
| NUR 123 | Med/Surg. I Proctored Exam |
| NUR 223 | Med/Surg. II Proctored Exam |
| NUR 255 | Mental Health Proctored Exam |
| NUR 231 | Pediatrics Proctored Exam |
| NUR 283 | Med/Surg. III Proctored Exam |
| After the end of the Nursing Program | Comprehensive Predictor and Critical Thinking Exit, Leadership and Community Proctored Exams |

**C 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 (i.e. ‘Pass’ or ‘P’ grade for all clinical courses).

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.

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

c. completes all required ATI tests for the content area assessments (i.e., Pharmacology, Fundamentals for Nursing, Maternal-Newborn Nursing, Adult Med‑Surg. Nursing, Mental Health Nursing, Leadership, Nursing of Children, and Community Health Nursing). A score of Level 2 demonstrates content area proficiency and a 90 percent score on the RN Comprehensive Predictor is recommended for NCLEX-RN success.

d. fulfills all financial obligations to WCC.

3. Graduates of the APNURS Nursing Program will be eligible to take the National Council’s Licensure Examination for Registered Nurses (NCLEX-RN) after they receive an Authorization to Test from the State of Michigan. The Authorization to Test will not be sent until:

a. the student completes and sends in the NCLEX-RN registration form.

b. the student completes and sends in the State of Michigan’s RN licensure application.

c. the Nursing Department sends the Certificates of Completion to the Michigan Board of Nursing (upon completion of #1 and #2).

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

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. Anecdotal notes are the tool used to record the instructor’s observation of a student’s clinical performance. Students are expected to read and sign these notes every week.

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.

**E. Course Failure Policy**

When a student fails or withdraws from a required nursing course, the following guidelines must be followed. Two (2) nursing course failures and/or withdrawals will result in automatic dismissal from the program.

1.If the student fails a nursing theory course, the student will:

a. Meet with the instructor of the course, review and sign the *Course Failure Report.*

b. Be allowed to retake the theory course if this is not the student’s second nursing course failure and/or withdrawal.

c. Meet with the Academic Advisor to complete and sign a *Program Change Form*.

d. Be considered “out of sequence.” Continuation and progression in the Nursing Program will be on a space-available basis.

2. If the student fails a nursing CLINICAL course, the student will:

a. Meet with the clinical instructor, review and sign the *Course Failure Report.*

b. Be allowed to retake the clinical only if:

1) this is recommended by the clinical instructor.

2) the student completes and follows all requirements for continuing in the Nursing Program as specified by the clinical instructor in the Course Failure Report.

3) this is not the student’s second nursing course failure and/or withdrawal.

⎯ OR ⎯

c. Be dismissed from the Nursing Program if the clinical instructor does not recommend that the student be allowed to retake the clinical course.

d. Meet with the Academic Advisor to complete the appropriate documentation

1) *Program Change Form* for retaking specific course(s).

2) Withdrawal Form for program dismissal.

e. If allowed to retake the clinical course, the student will be considered “out of sequence”. Continuation in the Nursing Program will be on a space-available basis.

3. 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.** <http://www.wccnet.edu/consumer-information/complaintprocedure/>

b. Apply for a Refund Exception <http://www.wccnet.edu/studentconnection/payingtuition/refundexception/>

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

4. If the course failure/withdrawal leads to a program dismissal, the student has the option to apply for readmission by following the **Appeal Process for Readmission**. (see below) The Appeals Process for Readmission cannot be initiated until the grade appeal process is complete.

**F. COMPLAINTS/ GRIEVANCE PROCEDURES**

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

The link below provides more information regarding WCC’s policy on filing a complaint.

<http://wccnet.edu/consumer-information/complaintprocedure/>

1. 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:

<http://www.wccnet.edu/studentconnection/grades/gradeappeal/>

The process consists of the following steps:

Step One: Student discusses concerns with the course instructor.

Step Two: If Step One does not resolve the appeal, the student submits a written request for a meeting to the Department Chair. This step must be taken within five months of the posting of the grade to the student's record.

Step Three: After discussion with the student and/or the instructor, the Department Chair makes an initial determination regarding the basis for an appeal, and may suggest that there is no basis for appeal, or may suggest that the student could appeal to the Instructional Dean.

Step Four: If the student wishes to pursue the appeal, he/she should submit the written appeal within five days to the Divisional Dean, along with a request for a meeting and notification that he/she has already talked to the faculty member and Chair.

Step Five: The Divisional Dean invites both the student and the instructor to a meeting and issues a written decision. This step must be completed within six months of the posting of the grade to the student's record.

Step Six: A final appeal may be made in writing to the Vice President for Instruction. The Vice President for Instruction shall make a final determination and shall inform the student in writing of his/her decision.

**2. If the student decides to appeal a grade, the Appeals Process for Readmission cannot be initiated until the grade appeal process is complete.**

**G. APPEAL PROCESS FOR READMISSION**

1. A student may be eligible to appeal program dismissal if the dismissal was based on a course withdrawal/failure.

2. In these cases, readmission is granted only by the decision of the Readmission Appeal Committee (RAC). The process for requesting readmission is:

a. Schedule an appointment with their Academic Advisor.

b. Complete the Nursing Readmission Appeal Request form and Nursing Program Readmission Application form.

c. Submit completed documents to the Nursing Office (BE 200) in an envelope marked RAC to request a hearing~~.~~

d. The Department Chair for Nursing will convene the RAC at pre-specified times after receiving the student’s request.

e. The RAC may grant readmission without additional conditions, readmission with specific conditions or deny the readmission.

f. The decision of the committee is final.

3. If the readmission appeal is denied, the student will be dismissed from the Nursing Program. The student is responsible for any financial obligations if the decision occurs after the student drop deadline (100% refund).

4. If the readmission appeal is granted, the student will meet with the Academic Advisor to complete a *Program Change Form*. The student is expected to follow any specific conditions identified as part of the committee’s final decision. Upon receipt of a copy of the *Program Change Form*, the Department Chair for Nursing will arrange for registration pending availability of classroom or clinical spaces.

5. A student can only submit a Readmission Appeal Application *one (1) time*.

**H. PROGRAM RE-ENTRY POLICY**

Re-entry into the Nursing Program is possible when a student interrupts their progression in good standing (e.g. medical or personal reasons, temporary leave of absence).

Students who wish to return to the Nursing Program in these instances must do the following:

1. Schedule an appointment with their Academic Advisor.

2. Complete the Nursing Program Change Form and attach any required documentation (physician or therapist’s recommendation).

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

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

5. Submit the completed Program Change Form to the Department Chair for Nursing.

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

**I.** **PROGRAM COMPLETION: TIME REQUIREMENTS**

It is important that the student understands that the Nursing Program must be completed within six (6) years of the original admission date. Failure to complete the program within this time frame will result in dismissal from the WCC Nursing Program.

**J. 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 listed here. Information about available Blackboard training and other technology supports can be found in Appendix A, Student Support Resources and on the WCC website.

**K. 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 (i.e. Facebook, MySpace, 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.

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 (i.e. Facebook, MySpace, Twitter, LinkedIn, and others, both online and as mobile applications) are not appropriate for communications between faculty 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 an 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 “wall” 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](http://www.ncsbn.org)

**LAB/ CLINICAL COURSE REQUIREMENTS**

**A. LABORATORY PHILOSOPHY AND PROCEDURES**

1. **Philosophy**

The Nursing labs offer supervised “hands-on” practice for basic and advanced nursing skills 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. **Preparation**

In order to acquire competency in each skill, the student is required to prepare him or herself for the specific lab skill by:

a. reading assigned materials and text.

b. observing lab demonstrations.

c. viewing video or computer simulation tapes.

d. practicing in lab during supervised lab practice times.

3. **Check-Out Guidelines**

a. The student will sign up for check-out time as available on the electronic sign-up site found on the Student Nurse Community Blackboard.

b. If the student fails to appropriately use their scheduled time slot for an appointment check-out, it will be considered a failure. This includes:

1) absence: unless a call is obtained or message received by 9am on the day of checkout). Please contact lab personal for extenuating circumstances.

2) late and unable to complete check-out in time frame provided.

3) arrives without proper equipment or required dress code.

c. Each student should perform the procedure with safety and accuracy by successfully completing each of the critical or key points identified on the check-out skill sheets. The student will earn a grade of “S” (satisfactory) or “U” (unsatisfactory) with the instructor writing substantiating data on the check-out sheet at the time of the demonstration. Verbal feedback is also given at this time. Should a lengthy discussion be necessary, the student may schedule an appointment with a lab instructor during posted supervised lab practice times.

d. If a lab check-out is failed retesting must be scheduled within one week of the failure or in a timeframe determined by course instructor, and the student must bring the original checkout sheet to retesting.

\*\*Please refer to individual course syllabi for information regarding course failures. Some skills are necessary to complete successfully before the student proceeds into the clinical component of the course as determined by the Course Coordinator. This will be identified on the course syllabus. Therefore, an inability to pass these skills will result in a final grade of ‘No Pass’ or NP for the course.

e. If a lab check-out is failed, the Course Coordinator will be notified.

\*\*It is necessary for the staff of the Nursing Department to make and enforce the above policy to provide fairness and consistency to all students. It is also imperative that we only bring safe practitioners into the clinical setting.

f. Supervised Practice:

1) practice and testing for a single skill may not be held on the same day.

2) no show/no call will be reflected in clinical evaluations (anecdotal notes) under professionalism. An email will be sent to the Course Coordinator and clinical instructor informing them of the failure to show.

4. **Student Responsibilities**

The Nursing Skills 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. Remember to arrive at your pre-selected time appropriately attired. This should follow the current dress code requirements of the WCC Nursing Program.

b. As always, all students are responsible for cleaning and putting away the equipment used during lab, organizing their own nurse pack supplies, and cleaning the unit or station. It is expected that students utilize laboratory and WCC supplies appropriately and economically.

c. If students wish to use the lab during evening/weekend hours, security x3411 will allow them entrance with student I.D.

d. 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) sign in and out of Lab for both practice and checkouts.

5. **Spring-Summer Semester Skills Validations: Lab Blitz**

a. In order to maintain nursing skill competency for clinical courses, students will be required to validate or demonstrate ongoing proficiency in select nursing skills prior to Semester 3 through 5 as determined by the appropriate Course Coordinators.

b. Check-outs for validating previously learned skills will be scheduled in the Spring-Summer semester preceding the start of each Fall semester by the Nursing Lab Coordinator.

c. Lab skill validations must be passed within two (2) attempts prior to the start of the Fall semester:

1) After any first failed attempt, the student will receive written plan on how to improve performance.

2) After the second failed attempt, the student will:

a) Withdraw from the first clinical course assigned for the fall semester.

b) Complete mandatory remediation with documented proof before returning to the next sequence of clinical assignments.

6. **Lab Referrals**

Your clinical/classroom instructor may give you a written “Student Referral for On-Campus Lab,” this is a formal referral to work on a particular skill or skills in the lab during supervised practice. You must sign up for a time slot with an instructor during supervised practice time. The supervised practice instructor must sign the form and return to your instructor demonstrating that you have successfully completed the skill(s).

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**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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**B. HUMAN PATIENT SIMULATION**

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**

Human Patient Simulation is the responsibility of the Simulation Team. The Simulation Team includes the Nursing Lab Coordinator and part-time simulation 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 other 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.

b. Specialized Equipment: Human Patient Simulators

1) The human patient simulators (as of January 2010) include:

a) METI iStan simulator

b) METI Man: nursing simulator

c) Gaumard Noelle birthing simulator

d) METI BabySIM

2) 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.

3) Any misuse or mishandling of the HPS will result in immediate removal from the HPSL and appropriate disciplinary action 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 mannerat 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. To be eligible for a clinical experience, the student must meet all health requirements following the guidelines and deadlines as stated in this Handbook.

3. Transportation to the affiliating health agency is the student’s responsibility. There will be no reimbursement for transportation costs.

4. If a student is absent for any orientation day(s) of a clinical course, the student will be dropped from the course.

5. The College does not guarantee specific agency assignments to any student. Although clinical schedules will be determined by the affiliating agency, our clinical or class time will be primarily between the hours of 6:00 a.m. and 12 midnight, Monday through Sunday.

6. The student should not report for clinical experience if experiencing any conditions listed under the *Recommendations for Clinical Experience Restrictions* (see pp. 35 #4).

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 clinical sessions. A student may not miss more than one week of clinical time. Missed time that exceeds 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 clinical 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.

1. 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.
2. Clinical make-up time will be scheduled in blocks of four (4) hours. If a student misses four hours or less, they will be required to make up one half day or an entire four-hour block. If a student misses over four hours up to a full eight-hour day, they will be scheduled an eight-hour block of clinical time*.*

(Exception: NUR 106 – Since this clinical has six-hour clinical days, any missed time six hours or less, will be scheduled as one six-hour day).

12. If a student must be absent, the instructor must be notified using the WCC e-mail system at least one hour 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.

**I. PROFESSIONAL BEHAVIORS**

A. 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 untrustful 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)

B. Does not report unsafe practices of healthcare providers

C. 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 behavior (e.g., gives out phone number to patient and/or significant support persons, accepts money and/or gifts, etc.)

**II. COMMUNICATION**

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. ASSESSMENT**

A. Fails to perform a complete assessment prior to planning patient care

B. Fails to reassess and follow-up on significant patient findings

**IV. CLINICAL DECISION-MAKING**

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

**V. CARING INTERVENTIONS**

A. Fails to show respect and caring when providing nursing care

B. Fails to ensure safe clinical practice

C. Repeatedly performs nursing treatments or procedures incorrectly or inaccurately

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

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

F. Fails to administer medications following the ‘5 rights’

G. Performs dependent functions without a health care provider’s order

**VI. TEACHING AND LEARNING**

A. Fails to identify or provide appropriate patient teaching

**VII. COLLABORATION**

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)

**VIII. MANAGING CARE**

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

B. Repeatedly performs nursing care, which is incomplete

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

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

**WASHTENAW COMMUNITY COLLEGE**

**Nursing Program**

**Written Counseling**

Student’s Name: Date:

Concern or Problem:

Recommendations/Plan for Improvement:

Student Comments:

Student’s Signature and Date Instructor’s Signature and Date

Student’s Print Name Instructor’s Print Name

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**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, which may be 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 patch is required and must be glued or sewn on the right upper sleeve of all uniforms, lab coat, and jacket sleeves, two (2) inches below the shoulder seam.  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. | |
| **Under-clothing:** | | Appropriate white or flesh-colored underclothing should be worn under the uniform, including white t-shirts (short and long-sleeved), turtlenecks, and white socks. | |
| **White**  **Shoes:** | | Plain white nursing shoes are required. These may be oxford or slip-on styles, flat or with an appropriate walking heel. No platform soles, sandals, clogs, open toes or heels, or casual shoes may be worn. Completely white leather athletic shoes are acceptable. | |
| **Photo ID Badges:** | | Students are expected to wear Student Nurse Photo ID cards for ALL lab and clinical experiences, as well as during assigned assessment times. 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:  a. student’s first initial or full first name and complete last name.  b. Student Nurse title.  c. expiration date – photo ID cards will have an expiration date of 2 years after the start of NUR 102 or NUR 122. | |
|  | | 3. Replacement cards will be necessary if:  a. the student is still in the Nursing program beyond the expiration date.  b. the student loses the photo ID card. | |
|  | | 4. The student will be responsible for obtaining a replacement card by contacting the Department Chair. 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 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 & 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 clinicals 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. | |

**F. EQUIPMENT:** 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. 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. This 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 for clinical sites.

Since some clinical sites require membership to this system, students will be required to participate in this program and are responsible for paying a membership fee annually.

**H. CRIMINAL BACKGROUND CHECK AND FINDERPRINTING:** is required of all students admitted to the nursing program.

For continuing eligibility in the program: If a student fails to receive subsequent criminal background checks at any time while in the nursing program, he/she will be dismissed from the program.

1. **DRUG SCREENING:** may be random and required by some of the facilities that the WCC Nursing Program uses for clinical practice. Students are responsible for any costs of additional tests required as a part of the clinical experience. The results of the random drug screening may lead to dismissal from the program if positive for Schedule I or II drugs or Schedule III/IV without a healthcare practitioner’s prescription.
2. **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 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**

Detailed closing information will be placed on:

1. School Closing Information line at (734-677-5288)

2. WCC home page at [http://www4.wccnet.edu](https://client.is.wccnet.org/owa/redir.aspx?C=f3bf032747314edfb8cd8db6b45734f0&URL=http%3a%2f%2fwww4.wccnet.edu%2f)

3. WCC Alert which is the College Emergency Notification Service at:

[http://www4.wccnet.edu/security/emergency\_notification.php](https://client.is.wccnet.org/owa/redir.aspx?C=f3bf032747314edfb8cd8db6b45734f0&URL=http%3a%2f%2fwww4.wccnet.edu%2fsecurity%2femergency_notification.php)

**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 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 stating that they have had the disease. Positive titers or antibody tests will be accepted.

5) Heptavax, three doses, or waiver signed by student, or positive Hepatitis B titer.

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

7) Certification of CPR for the Professional Rescuer. Recertification is required annually.

8) Influenza immunization is required annually by October 25th.

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 is not in compliance 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 CPR verification must be updated during the following time frame depending on the student’s program entry and will not be accepted outside of these dates:

a) Fall Entries: between May 1st and July 25th only

b) Winter Entries: between May 1st and October 25th only

2) If there is a change in health care insurance coverage, this updated information must be submitted to the department as soon as possible.

3) The student must submit copies of their health credentials directly to the designated administrative assistant for the School of Nursing and Health Sciences.

4) Failure to submit health credentials by the deadline date of July 25th for Fall entry or October 25th for Winter entry, will result in delayed entry by use of the one deferment option. Exception: The influenza vaccination for Fall entry students will be October 25th.

b. Continuing Eligibility (Current Students):

1) Annual health updates, after program admission include the following:

a) TB skin test

b) CPR recertification

c) Proof of current health insurance coverage

d) Influenza vaccination

2) All updates must be done between May 1 and July 25thand submitted by the July 25th deadline, with the exception of the influenza vaccination. This update will be due by October 25th. Any updates done outside of this time frame will not be accepted.

3) Failure to submit health credentials by the deadline date of July 25th, will result in delayed progression in the Nursing Program until the beginning of the next semester. Re-entry will be based on space availability and the date that appropriate health credentials are submitted.

c. Provisional Registration

Students are granted provisional registration, which means that although students are able to register online, they may be purged from related class lists if they have not fulfilled their health requirements obligations by the designated deadline date.

It is important that students are aware that registration in any NUR courses is NOT allowed until verification is given that all health records have been received.

**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:

<http://www.wccnet.edu/services/ombudsman/pregnant-student-rights/>

* Please refer to services for nursing mothers:

http://www.wccnet.edu/services/ombudsman/lactationi-room/

c. Mental Health Nursing clinical site restrictions:

The clinical agencies used for the Mental Health Nursing Clinical course (NUR 256) 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 Mental Health Nursing Course Coordinator when you reach 3rd semester if this restriction applies, so that you can be given an appropriate clinical placement in 4th semester.

**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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 ≥ 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 | | ll |
| Hepatitis C | No recommendation |  | | Unresolved issue |
| Herpes simplex |  |  | |  |
| Genital | No restriction |  | | ll |
| Hands (herpetic whitlow) | Restrict from patient contact and contact with the patient’s environment | Until lesions heal | | lA |
| Orofacial | Evaluate for need to restrict from care of high-risk patients |  | | ll |
| 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 |  | | ll |
| Measles |  |  | |  |
| Active | Exclude from duty | Until 7 days after the rash appears | | lA |
| Postexposure (susceptible personnel) | Exclude from duty | From 5th day after 1st exposure through 21st day after last exposure and/or 4 days after rash appears | | lB |
| Meningococcal infections | Exclude from duty | Until 24 hours after start of effective therapy | | lA |

|  |  |  |  |
| --- | --- | --- | --- |
| **Disease/problem** | **Work restriction** | **Duration** | **Category** |
| Mumps |  |  |  |
| Active | Exclude from duty | Until 9 days after onset of parotitis | lB |
| Postexposure (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 | ll |
| Pediculosis | Restrict from patient contact | Until treated and observed to be free of adult and immature lice | lB |
| 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 | lB |
| Postexposure (asymptomatic personnel) | No restriction, prophylaxis recommended |  | ll |
| Postexposure (symptomatic personnel) | Exclude from duty | Until 5 days after start of effective antimicrobial therapy | lB |
| Rubella |  |  |  |
| Active | Exclude from duty | Until 5 days after rash appears | lA |
| Postexposure (susceptible personnel) | Exclude from duty | From 7th day after 1st exposure through 21st day after last exposure | lB |
| Scabies | Restrict from patient contact | Until cleared by medical evaluation | lB |
| *Staphylococcus aureus* infection |  |  |  |
| Active, draining skin lesions | Restrict from contact with patients and patient’s environment or food handling | Until lesions have resolved | lB |
| Carrier state | No restriction, unless personnel are epidemio-logically linked to transmission of the organism |  | lB |
| Streptococcal infection, group A | Restrict from patient care, contact with patient’s environment, or food handling | Until 24 hours after adequate treatment started | lB |
| Tuberculosis |  |  |  |
| Active disease | Exclude from duty | Until proved noninfectious | lA |
| PPD converter | No restriction |  | lA |
| Varicella |  |  |  |
| Active | Exclude from duty | Until all lesions dry and crust | lA |
| Postexposure (susceptible personnel) | Exclude from duty | From 10th day after 1st exposure through 21st day (28th day if VZlG given) after last exposure | lA |
| Zoster |  |  |  |
| Localized, in healthy person | Cover lesions; restrict from care of high-risk patients† | Until all lesions dry and crust | ll |
| Generalized or localized in immunosuppressed person | Restrict from patient contact | Until all lesions dry and crust | lB |
| Postexposure (susceptible personnel) | Restrict from patient contact | From 10th day after 1st exposure through 21st day (28th day if VZlG given) after last exposure or, if varicella occurs, until all lesions dry and crust | lA |
| 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 | lB |

\* 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 AClP for complications of influenza.

**Appendices**

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**APPENDIX A**

**STUDENT SUPPORT RESOURCES**

The WCC nursing faculty want all students to succeed. It is important that students seek out the necessary resources available at WCC to ensure success in the nursing program. Consult with your Nursing Academic Advisor for additional information on these resources

**A. Academic Skills Center:** The Academic Skills Center includes the Academic Skills office (GM 305) and the Academic Skills computer lab (GM 307). **(734) 973-3301**

[**https://departments.wccnet.edu/academicandcareerskills/academic-skills-center/**](https://departments.wccnet.edu/academicandcareerskills/academic-skills-center/)

Knowledgeable staff in the Academic Skills office will guide you to resources that will help you to be successful.

**B. Bailey Library**: [**Gunder Myran (GM) Building: First Floor**](http://www.wccnet.edu/about-us/room-locator?room=GM109)**, (734) 973-3429**

[**http://www.wccnet.edu/resources/library/welcome/**](http://www.wccnet.edu/resources/library/welcome/)

The Bailey Library aims to play two complementary roles: as the physical hub of a vibrant learning community and as the portal of choice for access to knowledge resources. Access the website for more information about services offered through the WCC Bailey Library.

**C. Campus Safety and Security**: **973-3411 or x3411 on campus phones**

[**http://www.wccnet.edu/services/security/**](http://www.wccnet.edu/services/security/)

Campus Safety & Security is the campus security authority. It coordinates campus safety and security activities and is staffed 24 hours a day, 365 days a year.

**D. Children’s Center: (734) 973-3538**

[**http://www.wccnet.edu/resources/otherresources/childrenscenter/**](http://www.wccnet.edu/resources/otherresources/childrenscenter/)

The Children’s Center provides childcare and educational programs for children (ages 18 months through 5 years of age) while the parent is on campus or has an internship, coop-placement, field trip or clinical.

**E. Computer Labs: Library Computer Commons, 2nd floor GMB (734) 973-3420**

[**http://www4.wccnet.edu/resources/computerresources/computerlabs/index.php**](http://www4.wccnet.edu/resources/computerresources/computerlabs/index.php)

The Library Computer Commons has both Windows and Macintosh computers. Please visit website for open hours.

**F. Consumer Information Brochure**

Each academic year, a summary of important consumer information is sent to current students at Washtenaw Community College (WCC) per e-mail.

This email information is repeated on the .pdf link called *Consumer Information for Prospective and Current Students at WCC* near the bottom of the Financial Aid home page:

[**www.wccnet.edu/financialaid**](http://www.wccnet.edu/financialaid)

**G. Counseling and Career Planning: SC 206**

[**http://www4.wccnet.edu/studentservices/otherservices/advising/counseling/**](http://www4.wccnet.edu/studentservices/otherservices/advising/counseling/)

The Washtenaw Community College's Counseling & Career Planning department helps students with academic advising, career planning, and personal counseling. It offers both face to face and online advising and tutorials. Please visit the website for more specific information on the many services provided.

* **Career Services: ML 104**, **(734) 677-5515**. The Career Services department helps WCC students and alumni with job search assistance. Please visit the website for more information and to learn about the many career related workshops offered throughout the year.

[**http://www4.wccnet.edu/studentservices/otherservices/advising/counseling/employment.php**](http://www4.wccnet.edu/studentservices/otherservices/advising/counseling/employment.php)

* **Personal Counseling:** Please call **(734) 677-5102** to make an appointment or stop by in person. Located: 2nd floor of the Student Services Building.

Life gets complicated and stressful for everyone at times ... but it doesn't have to disrupt your academic performance. Licensed Professional Counselors and Social Workers are on hand to provide support and counseling through these difficult times so you can continue to succeed in your classes. All sessions are private and confidential.

[**http://www4.wccnet.edu/studentservices/otherservices/advising/counseling/cou\_personal.php**](http://www4.wccnet.edu/studentservices/otherservices/advising/counseling/cou_personal.php)

**H. Financial Aid: SC 205, (734) 973-3523**

[**http://www.wccnet.edu/services/financial-aid/**](http://www.wccnet.edu/services/financial-aid/)

Students who qualify may receive scholarships, grants, loans and work-study opportunities. This site offers useful information about financial aid at WCC.

**I. General WCC Orientation**

[**http://www.wccnet.edu/studentconnection/orientation/**](http://www.wccnet.edu/studentconnection/orientation/)

The WCC orientation process consists of an Online Orientation and an In-Person Orientation. During these sessions, WCC staff will give you an overview of the College and how to be a successful student. Please visit the website for more information.

**J. Lactation Room**

[**http://www4.wccnet.edu/services/ombudsman/lactation-room/**](http://www4.wccnet.edu/services/ombudsman/lactation-room/)

In support of our students and employees who are nursing mothers, a lactation room is available for use. Please refer to the WCC website for more information.

**K Learning Support Services: LA 104, (734) 973-3342**

[**http://www4.wccnet.edu/resources/learningassistance/learningsupport/**](http://www4.wccnet.edu/resources/learningassistance/learningsupport/)

Individualized tutoring for all students enrolled in credit classes. LSS also offers Disability Services and Learning Disabilities Assessment

**L. Math Resource Center: GM 201, (734) 973-3392**

**http://departments.wccnet.edu/math/resources/**

Tutors are available for math assistance; check Learning Support Services Tutoring for hours.

**M. Nursing Academic Advisor:**

Each student is assigned a Nursing Faculty Academic Advisor at the new student orientation. It is expected that new students will meet with the assigned 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. Refer to the Nursing Faculty Directory for contact information.

**N.** **Ombudsman Services:** [**http://www.wccnet.edu/services/ombudsman/**](http://www.wccnet.edu/services/ombudsman/)

Ombudsman services is made available through the Dean of Enrollment Management Office **(SC 275)** and is available to any WCC students with concerns about the College that can’t be resolved. This office is also responsible for supporting student rights and responsibilities.

[**http://www4.wccnet.edu/academicinfo/studentrights/index.php**](http://www4.wccnet.edu/academicinfo/studentrights/index.php)

**Other Ombudsman Services:**

* The Refund Exception is an appeal to have classes removed from the schedule and transcript due to an unexpected situation arising preventing the student from completing the semester. The following categories are covered by the Refund Exception process:
  + Induction of the student into the US Military.
  + Death of an immediate family member.
  + Death of the student.
  + Verifiable medical situation incapacitating the student from returning that semester.
  + Verifiable error on the part of the College.
  + Extraordinary event prohibiting the student from completing classes.

The Refund Exception process is impacted by a number of other factors such as Federal Financial Aid, Allied Health program requirements, and enrollment requirements of insurance companies or loan originators. Further information is available at:

[**http://www.wccnet.edu/studentconnection/payingtuition/refundexception/**](http://www.wccnet.edu/studentconnection/payingtuition/refundexception/)

**O. Student Connection: SC 203, (734) 973-3543**

[**http://www.wccnet.edu/studentconnection/**](http://www.wccnet.edu/studentconnection//)

Student Connection is the place where students can get help with online admissions and registration, apply for graduation, schedule orientation and COMPASS testing, request address changes, report residency changes, and request or pick up WCC transcript. Please see the website for Student Connection hours.

**P. Student Development and Activities: SC 112, (734) 973-3500**

[**http://departments.wccnet.edu/sda/student-activities/**](http://departments.wccnet.edu/sda/student-activities/)

[**http://www.wccnet.edu/activities/**](http://www.wccnet.edu/activities/)

The office coordinates student activities, clubs, and organizations. Club Sports and the Student Voice are also part of this office.

**Q. Student Resource and Women’s Center: SC 287, (734) 677-5105**

[**http://sites.wccnet.edu/srwc/**](http://sites.wccnet.edu/srwc/)

The Student Resource and Women’s Center offers assistance to students who encounter barriers to academic success and/or are in crisis for basic needs. The SRWC has several grants to help pay for tuition, textbooks, childcare and bus tokens. The SRWC serves all WCC students. Please call, email, or visit the website for hours of operation.

**R. Technology and Online Classes: Orientation and Support**

All nursing courses require the use of technology. Several nursing classes are offered online or offered using a blended format. Because of its commitment to college success, WCC provides both formal classes and online orientation and tutorials for students taking online and blended classes. WCC also provides ongoing Blackboard and technical support for students.

These include the following:

* **User Support**:

[**http://www4.wccnet.edu/departments/its/usersupport/index.php**](http://www4.wccnet.edu/departments/its/usersupport/index.php)

* **Blackboard Orientation, Training and Support:**

[**http://www.wccnet.edu/resources/blackboard/student\_orientation/**](http://www.wccnet.edu/resources/blackboard/student_orientation/)

* **Online Classes**: [**http://www.wccnet.edu/academics/classes/online/**](http://www.wccnet.edu/academics/classes/online/)
* Computer Requirements for use of Blackboard and online classes:

[**http://www.wccnet.edu/academics/classes/online/computer-requirements/**](http://www.wccnet.edu/academics/classes/online/computer-requirements/)

* Requirements for online classes:

[**http://www.wccnet.edu/academics/classes/online/requirements-online/**](http://www.wccnet.edu/academics/classes/online/requirements-online/)

* **Introduction to Online classes**: an online training class that teaches the necessary e-Learning skills to be successful in online and blended classes.

[**http://www.wccnet.edu/academics/classes/online/introduction-class/**](http://www.wccnet.edu/academics/classes/online/introduction-class/)

**W Testing Center:** [**SC 300A**](http://www4.wccnet.edu/about-us/room-locator?room=SC300A)**, (734) 973-3634**

**General Testing:**

[**http://www4.wccnet.edu/studentservices/otherservices/testingcenter/index.php**](http://www4.wccnet.edu/studentservices/otherservices/testingcenter/index.php)

Many classes require tests to be taken outside of regular classroom hours. The Testing Center provides the highest quality testing services for faculty, students, and guests. The Center is designed to make test taking more convenient and less stressful. Please see the website for more information.

**T. Veteran’s Center: SC 206A, (734) 477-8560**

On-campus support services for students that are also veterans

**U. WCC Bookstore: SC 142, (734) 973-3594**

[**http://www.wccnet.edu/resources/otherresources/bookstore/**](http://www.wccnet.edu/resources/otherresources/bookstore/)

Textbooks, supplies and snacks are available at the WCC Barnes & Noble Bookstore on campus. Please see the website for more information about how to purchase books and supplies.

**V. Writing Center: LA 355, (734) 973-3647**

[**http://www4.wccnet.edu/departments/english/writingcenter.php**](http://www4.wccnet.edu/departments/english/writingcenter.php)

The Writing Center is a resource available to all WCC enrolled students as a walk in support for writing assignments across the curriculum. For more information about the Writing Center and for Writing Center hours, please see the WCC website.

**APPENDIX B**

**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 167 Math Applications for Health Sciences 3 credits

\*BIO 147 Hospital Microbiology 1 credit

(BIO 237 is recommended for RN-BSN Programs)

\*BIO 212 Pathophysiology: Alteration in Structure and Function 4 credits

**Total 15 credits**

**SECOND SEMESTER**

NUR 102 Fundamentals of Nursing 2 credits

NUR 106 Fundamentals of Nursing Lab / Clinical Practice 4 credits

NUR 115 Pharmacology 3 credits

\*HSC 147 Growth and Development 3 credits

**Total 12 credits**

**THIRD SEMESTER**

NUR 123 Medical-Surgical Nursing I 3 credits

NUR 124 Medical-Surgical Nursing I - Clinical Practice 2 credits

NUR 131 Nursing of the Childbearing Family 3 credits

NUR 132 Nursing of the Childbearing Family - Clinical Practice 2 credits

\*HSC 138 General and Therapeutic Nutrition 2 credits

**Total 12 credits**

**FOURTH SEMESTER**

NUR 255 Mental Health Nursing 3 credits

NUR 255 Mental Health Nursing – Clinical Practice 2 credits

NUR 223 Medical-Surgical Nursing II 3 credits

NUR 224 Medical-Surgical Nursing II - Clinical Practice 2 credits

\*PSY 100 Introductory Psychology (prior to or concurrently with   3 credits

NUR 255) **Total 13 credits**

**FIFTH SEMESTER**

NUR 231 Nursing of Children 3 credits

NUR 232 Nursing of Children Clinical Practice 2 credits

NUR 283 Medical-Surgical Nursing III 3 credit

NUR 284 Medical-Surgical Nursing III - Clinical Practice 3 credits

\*PHL 244 Ethical and Legal Issues in Health Care 3 credits

**Total 14 credits**

**Total Credits Required After Acceptance into the Program: 66 credits**

**Total Credits for Completion of APNURS Degree: 72 credits**

**(IMPORTANT: Although BIO 111 Anatomy & Physiology (5 cr.) and HSC 101 Healthcare Terminology (1 cr.) are program prerequisites, these *college* credits are counted as part of the total credits for the Associate in Applied Science: RN Program).**

*NOTES:*

*\* Support courses may be taken prior to the nursing sequence, but not later than the scheduled semester.*

*Nursing courses are sequential and complemented with appropriate support courses. Therefore, all first semester support courses must be successfully completed (C or better at WCC or 2.0 from the transferring institution) before second semester courses are attempted, etc. Students are encouraged to utilize the spring/summer semesters to reduce their course loads for the fall and winter semesters, since the majority, (sometimes all) of the nursing courses are offered at this time. If the scheduled semester falls during the winter term, students may take those support courses during the spring/summer semester that follows.*

**APPENDIX C**

**COURSE SEQUENCE:**

**Associate in Applied Science: Nursing Transfer – EMU (APNURE) – Fall Entry (effective Fall 2013)**

# FIRST YEAR @ WCC

# FALL

ENG 111 English Composition I 4 credits

BIO 111 Anatomy & Physiology 5 credits

CIS 100 or 110 Computer & Information Literacy Requirement 3 credits

NUR 122 Nursing as a Societal & Interpersonal Profession 4 credits

**Total: 16 credits**

## WINTER

HSC 147 Growth & Development 3 credits

BIO 237 Microbiology 4 credits

CEM 105 Fundamental of Chemistry 4 credits

NUR 130 Health Promotion & Risk Reduction 4 credits

**Total: 15 credits**

**(Continuing Eligibility: Need CNA certification before NUR 102/106)**

## SPRING/SUMMER:

Psy 100 Introductory Psychology 3 credits

ENG 226 English Composition II 3 credits

BIO 212 Pathophysiology 4 credits

**Total: 10 credits**

# SECOND YEAR @ WCC

# FALL

MTH 160 Basic Statistics 4 credits

COM Communication elective 3 credits

CEM 140 Organic Biochemistry 4 credits

NUR 115 Pharmacology 3 credits

PHL 244 Ethical/Legal Issues in Health Care 3 credits

**Total: 17 credits**

# WINTER

PSY 2nd course 3 credits

NUR 102 Fundamentals of Nursing 2 credits

NUR 106 Fundamentals of Nursing-Lab/Clinical Practice 4 credits

NUR 222 Health Assessment Throughout the Lifespan 4 credits

**Total: 13 credits**

## SPRING/SUMMER

*OPTIONAL COURSES TO RECEIVE MACRAO STAMP:*

* *ANT 201 Introduction to Cultural Anthropology 3 credits*
* *Pick one (1) additional humanities course which meets MACRAO requirements*  *3 credits*

**Total:** *6* **credits**

**Total Credits for Completion of APNURE Degree: 71 credits**

*(To receive MACRAO stamp) 77 credits*

*Notes: Nursing courses are sequential and complemented with required support courses, which include general education courses that fulfill the associate in applied science degree requirements at WCC. Depending on the admission cycle, the four (4)-semester curriculum meets the terms of the articulation agreements of each four-year institution to satisfy the requirements of a Bachelors of Science in Nursing degree.*

*Students must achieve a grade of B (3.0) or higher in all transferable science courses (except BIO 212) and a grade of C or higher in all nursing courses, including BIO 212, for continuing eligibility in the program.*

*\* Effective Fall 2010, any new students admitted to WCC, will be required to meet the new Computer & Information Literacy Requirement as part of the general education requirements for an associate degree.*

**APPENDIX D**

**ATI Proctored Assessment**

**Recommended Scores**

**Benchmark Used for Content Area Assessments: Proficiency Level 2**

A recommended score is determined for each proficiency level and is different based on the test version.

A student meeting the criteria for Proficiency Level 2:

* Is expected to readily meet NCLEX-RN standards in the content area.
* Should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
* Should exceed minimum expectations for performance in this content area.

|  |  |
| --- | --- |
| **ATI TEST** | **Version 2013** |
| Fundamentals for Nursing | 63.3% |
| Pharmacology | 71.7% |
| Maternal-Newborn Nursing | 66.7% |
| Mental-Health Nursing | 66.7% |
| Nursing Care of Children | 63.3% |
| Medical-Surgical Nursing (I) | 68.9% |
| Medical-Surgical Nursing (II) | 69.9% |
| Adult Medical-Surgical Nursing | 68.9% |
| Community Health | 74.0% |
| Leadership | 76.7% |

**Benchmark Used: 90% Probability of Passing NCLEX-RN Exam**

|  |  |
| --- | --- |
| **ATI TEST** | **Version 2013** |
| RN Comprehensive Predictor | 69.3% |

\*\* Note: Passing or cut-off scores are subject to change with new test versions and norming process.

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**APPENDIX E**

**WASHTENAW COMMUNITY COLLEGE**

**NURSING PROGRAM**

**READMISSION APPEAL REQUEST**

**Student Name:**

**WCC Student Number:**  **Date:**

**Academic Advisor:**

**PLEASE READ ALL THE INFORMATION THOROUGHLY.**

* Readmission will be at the discretion of the Readmission Committee.
* If a student failed a course related to a documented emergent incident, the student may or may not be considered for readmission to the nursing program depending on the severity of the incident.

**Readmission Process Steps:**

* Contact your Academic Advisor.
* Submit the following information to the Nursing office in BE 200:

TEAS scores:

List of failed nursing courses (and list of grades in each failed course):

1. /

2. /

Overall GPA:

Nursing program GPA:

Please provide a description of the following:

1. Description of the reason(s) that led to each of the class failures. Describe extenuating circumstances that contributed to the failure (for example: death of an immediate family member, verifiable medical condition).
2. Analysis of factors that lead to this outcome.
3. A description of strategies you have initiated or plan to initiate to support success in the program in the future.
4. Please type and sign this document.
5. The plan submitted becomes a contract that the student is expected to follow will follow if readmitted.

All relevant documents should be placed in an envelope labelled RAC.

A student will not be allowed to continue in the program until a decision has been made by the committee.

**Student Signature: Date:**

**Received: Date:**

Student must attach: **READMISSION APPEAL APPLICATION (appendix F)**

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**APPENDIX F**

**WASHTENAW COMMUNITY COLLEGE**

**NURSING PROGRAM**

**READMISSION APPLICATION**

Student Name: Date:

Request:

Plans to improve performance:

Actions completed to improve performance:

Student’s signature and date Academic Advisor’s signature and date

Telephone number

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**APPENDIX G**

**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 H**

**MICHIGAN RIGHT TO KNOW LAW**

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** **I**

**NURSING PROGRAM CODE OF CONDUCT**

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 Nurses Association Code of Ethics for Nurses:

|  |
| --- |
| **The ANA Code of Ethics** |
| *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.* |
| *The nurse’s primary commitment is to the patient, whether an individual, family, group, or community.* |
| *The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.* |
| *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.* |
| *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.* |
| *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.* |
| *The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.* |
| *The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.* |
| *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://www.nursingworld.org/MainMenuCategories/EthicsStandards/Codeof EthicsforNurses/Code-of-Ethics-For-Nurses.html](http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Codeof%20EthicsforNurses/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 of 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 clinical nursing course and must be followed to ensure safe client care and nursing practice. Honesty 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 <http://www.wccnet.edu/trustees/policies/4095/>.

Per the policies found within the Student Rights, Responsibilities, and Conduct Codes, the following sanctions may be imposed for violation of academic dishonesty or any other violation 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.

1. Failing Grade: In the case of academic dishonesty, the student may receive a failing grade for the test or for the course involved.
2. Loss of Privileges: The student will be denied specified privileges for a designated period of time.
3. Behavioral Requirement: This includes required activities including, but not limited to, seeking academic counseling or substance abuse screening, writing a letter of apology, etc.
4. 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.
5. 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 all 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 prohibition from participating with any club sport team) depending on the nature of the Code violation.
6. 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.
7. 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.
8. 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.
9. 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.

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**APPENDIX J**

**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.*

**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 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| PRINTED NAME |  | SIGNATURE |  | DATE |

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**APPENDIX K**

**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 may not be eligible 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 website:

* 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: **09-483**

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**APPENDIX L**

**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 NOT 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:

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**APPENDIX M**

**WASHTENAW COMMUNITY COLLEGE**

**STUDENT’S ACKNOWLEDGMENT**

**OF UNDERSTANDING**

**2015 – 2016**

I have read the **Washtenaw Community College Nursing Program Student Handbook** and understand that I am responsible for knowledge of the information contained therein.

Also, I am responsible for adhering to any subsequent changes in the Nursing Program policies while I am an active nursing student. I am aware that the most current edition of the Student Handbook is posted in the **Nursing Student Community** Blackboard site.

I have reviewed and understand the **Nursing Program Code of Conduct** and all **WCC and Nursing Department Policies**. I further understand that it is essential that I follow the **Code of Conduct and WCC and Nursing Department Policies** and that disciplinary sanctions will be applied if there are any violations.

I understand the Standard Precautions method of transmission prevention and agree to follow the guidelines set forth in the policy. I understand that failure to follow the guidelines for Standard Precautions increases the risk that I may be exposed to Blood Borne diseases. I understand that my failure to comply with the policy of Universal Precautions is grounds for disciplinary action.

I agree to participate in all learning experiences designed to meet the course objectives of the Nursing Program.

**Student’s Name (print neatly)**

**Student’s Signature**

**Date**

\*\*\*Note: Any of the information included in this Nursing Student Handbook is subject to change at any time. Notification will be given of any changes.