

**WASHTENAW COMMUNITY COLLEGE**

**NURSING PROGRAM**



**STUDENT HANDBOOK**

2015 – 2016



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

**Nursing & Health Sciences Department**  
**Technical & Industrial and Business Education Buildings**

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**Nursing Lab Locations**

TI 203	NUR courses
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

Bureau of Health Services

Bureau of Health Professions Licensing Division

Board of Nursing

PO Box 30670

Lansing, MI 48909

(517) 335-0918

<http://www.michigan.gov/lara>

Accreditation Commission for

Education in Nursing (ACEN)

3343 Peachtree Rd NE, Suite 850

Atlanta, GA 30326

(404) 975-5000

Fax: (404) 975-5020

[www.acenursing.org](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.

- We provide a caring, open door teaching and learning environment.
- We provide excellent teaching, counseling, and support services.
- We reach out to people who have limited income or other barriers to success.
- We enable people to progress in their academic and career pursuits.
- We work in partnership with the communities we serve.

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



## WCC POLICIES

The Board of Trustees Policy Manual 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.