

Gulf Coast State College
2023-2024

RN - BSN PROGRAM

Handbook for Students





NURSING DIVISION RN-BSN Program

Dear Registered Nurse:

Welcome to the RN-BSN program and Gulf Coast State College! Many of you have been with us and earned your associate degree here. If that is the case, then I say welcome back! To those of you who are new to GCSC, welcome aboard!

This handbook provides information about policies and activities that apply to this program and supplements information in the GCSC Student Handbook. If you need additional information or clarification, refer to the course syllabus or contact your faculty advisor.

We wish each student success as you begin or continue your nursing studies with us.

Sincerely,

John Griggs DNP, MSN, APRN, FNP-C, CDCES, CNE
Coordinator, RN-BSN Program
(850) 913-3262
jgriggs@gulfcoast.edu



"The RN to BSN nursing degree program at Gulf Coast State College is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street, NW, Suite 750, Washington DC 20001, 202-887-6791, as well as the Florida Department of Education and the Southern Association of Colleges and Schools."

GULF COAST STATE COLLEGE RN-BSN STUDENT HANDBOOK

CH	SUB-CH	TABLE OF CONTENTS	PAGE
1		OVERVIEW OF THE DEPARTMENT OF NURSING	
	1.1	RN-BSN Faculty and Support Staff	5
	1.2	Division of Nursing Mission Statement	6
	1.3	Mission of the RN-BSN Program	6
	1.4	Vision of the RN-BSN Program	6
	1.5	Values of the RN-BSN Program	6
	1.6	Nursing Department Philosophy Statement	7
	1.7	Statement of Purpose	10
	1.8	E-Learning (Distance Education)	10
2		CURRICULUM INFORMATION	
	2.1	RN-BSN Program Educational Outcomes	10
	2.2	Conceptualization of Curriculum RN-BSN Courses	12
	2.3	Gulf Coast State College RN-BSN Suggested Curriculum Plan/ Degree Tracks	18
	2.4	Skills Lab Performance Testing and Evaluation	20
3		GENERAL RN-BSN PROGRAM INFORMATION	
	3.00.1	Founding Program Principal – Hybrid Format	21
	3.1	Financial Aid / Scholarships	21
	3.2	Health Record	21
	3.3	Health Insurance	21
	3.4	How to Implement Accidental Injury Coverage	21
	3.5	Liability (Malpractice) and Accidental Injury Insurance	21
	3.6	Nursing- Campus Labs	22
	3.7	Children on Campus	22
	3.8	Student Communication	23
	3.9	Withdrawal from Nursing Cognate (Support) Courses	23
	3.10	Health Care Provider CPR Certification	23
	3.11	Registered Nursing Licensure	23
	3.12	Florida Foreign Language Upper Division Requirement	23
	3.13	Student Academic Grievance Procedure	23
	3.14	RN to BSN Advisory Committee	24
	3.15	Nursing Student Association (NSA)	24
	3.16	Faculty/Student Liaison Committee	24
	3.17	RN to BSN Pinning Ceremony	24
	3.18	RN to BSN Departmental Awards	24
4		RN-BSN PROGRAM POLICIES	
	4.00.1	Student Code of Conduct	24
	4.00.2	Professional Critical Behaviors	25
	4.1	Attendance and Absence Policy	26
	4.2	Reasonable Accommodation / Student Accessibility Resources Policy	27
	4.3	Taping Policy	27
	4.4	Electronic Device Policy	27
	4.5	College Library Information Policy	27
	4.6	Clinical Immersion Experiences	27

	4.7	Clinical Practice / Accountability Policy	30
	4.8	Safe Practice Policy	30
	4.9	Accident / Incident Policy	30
	4.10	Uniform Rules and Regulations Policy	31
	4.11	Grading Policy	32
	4.11.1	Late Assignments	32
	4.12	Evaluation in Clinical and Lab Areas Policy	33
	4.13	Retention and Progression Policy	33
	4.14	Corrective Action / Performance Improvement Policy	34
	4.15	Dismissal Policies - Jurisdiction	34
	4.16.1	Clinical Dismissal Policy	35
	4.16.2	Clinical Appeals Process	35
	4.17	Readmission Policy	35
	4.18	Advanced Placement/ Course Substitution	36
	4.19	Academic Integrity Policy	36
	4.20	Communication Policy	36
	4.21	Confidentiality	37
	4.22	Faculty Role in Electronic Discussions	37
	4.23	Written Work	37
	4.24	Scholarly Writing Statement	37
	4.25	Statement of Engaged Learning	37
	4.26	Competency-Based Education	37
5		DIVISION OF NURSING POLICIES	
	5.00.1	Fingerprinting and Background Checks	38
	5.1	Impaired Practice Policy	39
	5.2	Drug / Alcohol Reasonable Suspicion Testing Form	40
	5.3	Division of Nursing Policy Statement on Infection Control	41
	5.4	Division Of Nursing Protocol for Needle Stick, Blood or Potentially Infectious Body Fluids Exposure	43
6		CORRECTIVE ACTION FORM	45
	6.1	Responsible Use of Social Media	47
		FERPA/HIPAA	48
		References	50

1. OVERVIEW OF THE DIVISION OF NURSING:

1.1 ADMINISTRATION & FACULTY:

ADMINISTRATION	EXTENSION	E-MAIL ADDRESSES
Keri Matheus, DNP, ARNP, WHNP-BC Division Chair	850-772-6695*	kmatheus@gulfcoast.edu
John Griggs, DNP, MSN, FNP-C, RN-BC, CNE Coordinator, RN-BSN Program	850-913-3262*	jgriggs@gulfcoast.edu
FACULTY	EXTENSION	E-MAIL ADDRESSES
Carol Miller, MSN, RN Associate Professor, Adjunct Professor RN-BSN	3360	cmiller@gulfcoast.edu
Kelly Spriggs, MSN, RN, CNOR Assistant Professor-RN/ Adjunct Professor-RN-BSN	6102	kspriggs@gulfcoast.edu
Shelly Thornton, DNP, RN, CNL Professor-RN/ Adjunct Professor-RN-BSN	5834	sthornto3@gulfcoast.edu

1.1 NURSING SUPPORT STAFF:

SUPPORT STAFF	EXTENSION	E-MAIL ADDRESSES
Melissa Bois	3827 or 850-872-3827*	mboise@gulfcoast.edu
Lisa Tyus	3829 or 850-872-3829*	ltys@gulfcoast.edu

1.1 ADDITIONAL INFORMATION:

DIVISIONS	DIVISION NUMBERS
Gulf Coast State College	1-800-311-3685 or 850-769-1551
Nursing Division Fax Number	850-747-3246

1.1 SELECTED GCSC SUPPORT SERVICES ALSO AVAILABLE TO ASSIST THE STUDENT

LOCATION	EXTENSION
Career Center / Job Placement Center	850-872-3855*
Counseling Center	850-872-4861*
Financial Aid & Veteran Affairs	850-872-3845*
Disability Support Services	850-872-3834*
TRIO Student Support Services	850-769-1551 ext. 5813
Success Center	850-769-1551 ext. 3341
Testing Center	850-769-1551 ext. 3533
Returning Student Program	850-769-1551 ext. 3835
Retention and Diversity Services	769-1551 Extension 2925

*Can be dialed as a direct extension. The last four digits are the extension.

1.2 DIVISION OF NURSING MISSION STATEMENT:

The Division of Nursing strives to maintain high levels of academic and clinical standards while providing the allied health community with effective and highly motivated professionals. This goal is to be achieved by meeting the diverse needs of students through academic advising, recruiting, counseling, and innovative teaching and learning strategies.

1.3 MISSION OF THE RN-BSN PROGRAM:

It is the mission of the Gulf Coast State College (GCSC) Registered Nurse-Bachelor of Science in Nursing (RN-BSN) program to serve as a bridge for the Associate degree or Diploma Registered Nurse into advanced professional practice, leadership and management positions, community health experiences, and other endeavors which will improve the quality of nursing practice in our region and beyond. The academic and clinical practice enhancement of the local nursing workforce and the advancement of nursing science are central to this mission.

1.4 VISION OF THE RN-BSN PROGRAM:

The GCSC RN-BSN Program fosters a culture of student excellence in scholarship, education, research, and service that will have a positive and far-reaching influence on health care delivery in the community, the state, and beyond.

1.5 VALUES OF THE RN-BSN PROGRAM:

The faculty has adopted the core values from Sister Simone Roach's Theory of Caring (1992) as the core values for our program. These include:

- Compassion
- Competence
- Confidence
- Conscience
- Commitment
- Comportment

These values support and include the **GCSC Nursing Division Program Pillars:**

- Caring/Empathy
- Professionalism

- Scholarship
- Ethical Practice
- Diversity, Equity, & Inclusion
- Trust/ Fairness

1.6 PHILOSOPHY OF THE GCSC NURSING DIVISION:

The philosophy of the Division of Nursing is congruent with the mission, vision, and values of the College as we hold students and the welfare of the community of central importance. Faculty believes that nursing education is a means by which students are prepared for caring, competent, professional nursing practice at multiple educational levels, increasing in complexity and levels of responsibility and reflecting differentiated practice. The Division of Nursing philosophy serves as the foundation for the Licensed Practical Nurse (LPN), Associate Degree Nurse (ADN), and BSN programs and finds a theoretical basis in the Theory of Caring by Sister Simone Roach (1994).

The 6 Cs of Caring (Roach, 2002)

Compassion – Living with awareness of a relationship to all living creatures; a quality of presence that enables one to share with others and make room for them

Competence – Having the knowledge, skills and experience to respond to professional responsibility

Confidence – A quality that fosters relationships

Conscience – A state of moral awareness; a compass directing one's behavior

Commitment – A convergence between one's desires and obligations and a deliberate choice to act in accordance with them

Comportment – Maintaining the harmony between beliefs about self and others; dress and language are symbols of communication in a caring presence

- Nursing is both an art and a science, a heart and a mind that is based on a unique body of knowledge derived from the biological, psychosocial and behavioral sciences. Caring, according to Roach is “the human mode of being” (1994). The nursing faculty seek to facilitate the education of nurses in the development of confidence and competence in the practice of nursing, while instilling the characteristics that are unique to the nursing profession to include compassion, commitment to the well-being of others, and comportment exemplifying professionalism.
- Nursing practice is operationalized through use of the nursing process, application of critical reasoning and evidence-based practice to design and implement plans of patient-centered care. Professional standards guide nursing practice and nurses are accountable for their personal and professional judgment, critical thinking, decision-making skills, and actions.
- Each person has physical, psychological, spiritual and cultural needs that must be met to function as individuals in society. Persons may be categorized as individuals, families, groups, and or populations. Persons are perceived as unique in ethnic, cultural and social backgrounds (human diversity) and reflect unique perspectives, needs and self-determined health goals.
- Health is a dynamic state viewed on a continuum of wellness and illness. The meaning of health is different for each person and is a manifestation of individual and group adaptive responses to the environment. The goal of nursing is to promote, maintain, and restore optimum health in individuals, families, groups and communities throughout the life span and to promote death with dignity.
- Environment is viewed as the conditions or social systems that interact and affect health status and care provision to persons. Environment encompasses the social, economic, political, and legal context of the individual, the practice setting, and the health care system.
- Education is a partnership between faculty and students. Learning includes acquiring and generating new knowledge, skills and attitudes/values to enable the nurse to be a qualified, safe, compassionate, competent practitioner. Nursing students, as adult learners, assume primary responsibility and accountability for their own learning. Faculty facilitates the student’s education by guiding and providing learning opportunities to meet these components of nursing education: spirit of inquiry, evidence-based care, professional identity, practice competency, clinical reasoning, collaboration and a commitment to quality and core values. Recognizing that both the rate and style of learning differ within individuals, various learning modalities are used to facilitate the educational needs of students. Students and faculty share a personal and professional commitment to nursing education as a life-long process.
- Professional values are beliefs and principles that guide one’s professional and personal behavior. Faculty and students support and aspire to exemplify the National League for Nursing ‘s core values of caring, integrity, diversity and inclusion, and excellence in all aspects of educational and professional endeavors. (NLN, 2022)

Caring: promoting health, healing, and hope in response to the human condition

A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders.

Integrity: respecting the dignity and moral wholeness of every person without conditions or limitations

A culture of integrity is evident when organizational principles of open communication, moral and ethical decision-making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community.

Diversity & Inclusion: affirming the uniqueness of and differences among persons, ideas, values, and ethnicities

A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. Differences affect innovation, so we must work to understand both ourselves and one another, addressing behaviors across academic and health enterprises. And by acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth.

Excellence: co-creating and implementing transformative strategies with daring ingenuity

“A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated” (NLN,2022).

RN-BSN PROGRAM:

It is the aim of the RN-BSN faculty that the registered nurse (RN) generalist of the 21st should be prepared to meet not only basic healthcare needs of the clients served but to also promote optimal health in the community as a whole. The Baccalaureate-prepared RN should be equipped with a knowledge base relative to the natural sciences, mathematics, humanities, and liberal arts. This professional nurse should have the skills necessary to lead and manage personnel, processes, and systems as well as a strong

working knowledge of community health processes and procedures. The graduate of this program should be well prepared to pursue graduate studies and venture into advanced nursing practice as a competent member of the healthcare team.

1.7 STATEMENT OF PURPOSE:

In order to meet the community’s expressed needs for a large number of skilled nurses to care for the public, the purpose of the Gulf Coast State College RN-BSN program is to remain on the forefront of nursing education and practice and to assist individuals in the completion of the Bachelor of Science degree in Nursing.

1.8 E-LEARNING (DISTANCE EDUCATION):

Faculty define E-Learning (Distance Education) as any educational process in which the majority of instruction takes place where student/s and instructor/s are not in the same place and may be separated by distance or time. Instruction may be synchronous or asynchronous or enhanced. Distance Education may employ correspondence, study, audio, video, or computer assisted instruction.

2.0 CURRICULUM INFORMATION:

2.1 RN-BSN EXPECTED PROGRAM LEARNING OUTCOMES:

In addition to the theoretical framework of Sister Simone Roach (1992), the faculty has adopted *The Essentials: Core Competencies for Professional Nursing Education* (2021) as the foundation of our end-of-program level outcomes. The graduate of the GCSC RN-BSN Program should be competent in these domains:

GCSC RN-BSN Program Level Outcomes
<p>PLO 1: Knowledge for Nursing Practice: Integration, translation, and application of knowledge from nursing theory, research, natural and social sciences, and the liberal arts to promote evidenced-based practices for decision making that contribute to safe, quality, innovative clinical judgment in the practice of nursing for improving patient outcomes (Essentials Domain 1).</p>
<p>PLO 2: Person-Centered Care: Implement holistic, culturally competent, individualized, compassionate, respectful, evidence-based, and developmentally appropriate person-centered care that includes promotion of health, wellness and functional capacities to individuals across the lifespan, groups, families, and communities in a variety of settings and within the ethical/legal framework of the profession (Essentials Domain 2).</p>
<p>PLO 3: Population Health: Incorporate professional standards and utilize political, economic, organizational, educational, and advocacy strategies to improve health care delivery from public health prevention to disease management in individuals, groups, families, and communities. Implementing partnerships with communities, public health, industry, academia, health care, local government entities, and others may be required for the improvement of equitable population health outcomes (Essentials Domain 3).</p>

PLO 4: Scholarship for the Nursing Discipline: Implement the generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (*Essentials Domain 4*).

PLO 5: Quality & Safety: Demonstrate employment of established safety principles and knowledge of improvement science, and clinical judgment to enhance quality and minimize risk of harm to patients and providers through system effectiveness and individual performance (*Essentials Domain 5*).

PLO 6: Interprofessional Partnerships: Collaborate with health partners across professions and with care team members, patients, families, communities, and other stakeholders to optimize care with efforts to identify and eliminate health disparities among vulnerable populations as defined by race/ethnicity, socio-economic status, geography, gender identity, age, disability status, risk status related to sex and gender, and among other populations identified as at-risk for health inequities (*Essentials Domain 6*).

PLO 7: Systems-Based Practice: Demonstrate coordination and leadership/management principles relative to complex systems of healthcare incorporating system effectiveness, human, fiscal and material outcomes to proactively coordinate and achieve safe and quality health care outcomes for diverse populations (*Essentials Domain 7*).

PLO 8: Informatics & Healthcare Technologies: Incorporate knowledge and skills in information management and patient care technology in the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards (*Essentials Domain 8*).

PLO 9: Professionalism: Form and cultivate a professional, emotionally intelligent nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and core values (*Essentials Domain 9*).

PLO 10: Personal, Professional & Leadership Development: Demonstrate personal accountability for lifelong learning and professional development that reflects professional values, integrity, creative thinking, evolution of leadership responsibilities, personal health and well-being, and resilience that support scholarly inquiry, the acquisition of nursing expertise and the assertion of leadership (*Essentials Domain 10*).

The RN-BSN Program faculty also recognize, promote, and evaluate the following concepts from the new Essentials which are threaded throughout our program level outcomes:

- Clinical judgment
- Communication
- Compassionate Care
- Diversity, Equity, & Inclusion
- Ethics
- Evidence-Based Practice
- Health Policy
- Social Determinants of Health (AACN, 2021).

Didactic and clinical experiences are designed to demonstrate the graduate's competency in practice across the 4 spheres of care:

- Wellness/ Disease Prevention
- Regenerative/Restorative Care
- Chronic Disease Management
- Hospice/Palliative Care

2.2 CONCEPTUALIZATION OF CURRICULUM (RN-BSN COURSES):

*** Denotes a required Face to Face (virtual) component**

SEMESTER 1

NUR 3069 – Advanced Health Assessment - (3 credits)

THEORY:

1. Building a rapport with the patient in the performance and documentation of a medical history.
2. Maintaining cultural awareness in the assessment process.
3. Physical assessment and documentation of findings for:
 - a. Mental status and the neurological system
 - b. The head, eyes, ears, nose, and throat
 - c. The chest and lungs
 - d. The heart, blood vessels, and lymphatic system
 - e. The breasts and axillae
 - f. The abdomen
 - g. Male and female genitalia
 - h. The anus, rectum, and prostate
 - i. The musculoskeletal system
 - j. The assessment of pain
 - k. Growth & measurement
 - l. Nutrition
 - m. The skin
4. Communication skills – verbal and written:
 - a. Use of correct terminology.
 - b. Documentation in a sequential manner.
 - c. Problem-solving.
 - d. Health teaching.

NUR 3119 – Nursing Concepts & Theories* – (3 credits)

THEORY:

1. Introduction of historical & social influences on nursing
 - a. Metaparadigm of Nursing
 - b. Professional identity
 - c. Coping with returning to school
 - d. What is theory?
2. Theories of evidence-based nursing practice
3. Evolution and use of formal nursing knowledge
 - a. Model of health and illness
 - b. Theory application to practice
4. Components of professional nursing practice
 - a. Effective communication
 - b. Working with groups
 - c. Nursing Education
 - d. Professional ethics
 - e. Role of Preceptor/Mentor
5. Health care issues in the new millennium
 - a. Evidence-Based Practice
 - b. Culture of Nursing

NUR 3128 – Pathophysiology* – (3 credits)

THEORY: Alterations in/of the:

1. Nervous System.
2. Hematologic System.
3. Cellular function.
4. Fluids and Electrolytes; Acids and Bases
5. Renal System
6. Cardiovascular System
7. Respiratory System
8. Hormonal regulation.
9. Genes and genetic diseases.
10. Gastrointestinal System
11. Musculoskeletal System
12. Reproductive System

NUR 3636C – Community Health - (4 credits) [1st or 2nd semester]

THEORY:

1. Introduction to Community Health
2. Health Promotion in the Community
3. The Process of Community Assessment
4. Epidemiology
5. Control of Communicable Diseases in Populations
6. Culturally Competent Health Education in the Community
7. Planning, Implementing, and Evaluating Community Interventions
8. Environmental Health
9. Global Health
10. Vulnerable Populations: Mentally Ill and Homeless
11. Community Problems: Violence and Drug Abuse
12. Disaster Planning for Communities

CLINICAL:

1. 30 hours of service learning:

The student will select an area of health-related service in the community in which the focus is on health promotion or disease prevention in populations. The student will also select a preceptor in that setting who meets the criteria for serving as a preceptor as indicated on the "Preceptor Approval Form." Learning objectives for the community clinical experience will be determined jointly by the student and the preceptor and approved by faculty prior to beginning clinical hours. The area of community involvement selected for this course can become a focus for each of the three clinical courses; Community Health, Leadership/Management, and the Capstone Practicum

NUR 3925 – Symposium I* - (1 credit) [1st or 2nd semester]

THEORY:

1. Mechanics of APA
2. Searching the Library
3. Scholarly Writing
4. Introduction to grading rubrics
5. Introduction to Capstone/ E-Portfolio

Interactive discussion, narrative pedagogy, and reflection will be utilized to enhance the value of these classes.

SEMESTER 2

NUR 3167 – Research Process for Professional Nursing – (3 credits)

THEORY:

1. Introduction to nursing research & evidence-based practice
2. Introduction and critique of the quantitative research process
3. Introduction and critique of the qualitative research process
4. Research problems, purposes, and hypotheses (Topic of Interest; PICO Statements)
5. Understanding the literature review in published studies
6. Creation of a literature review matrix
7. Understanding theory and research frameworks
8. Building an evidence-based nursing practice
9. Introduction to process and content outcomes
10. Comparison of different types of research (quantitative vs. qualitative)

NUR 3895 – Teaching and Learning for the Healthcare Professional* – (3 credits)

THEORY:

1. Discussion of the NLN Nurse Educator Competencies
2. Introduction to the Faculty/Educator role
3. Legal and ethical issues in education
4. Identification of diverse learning needs
5. Learning styles in relation to teaching strategies
6. The teaching/learning process
7. Introduction to learning theory
8. Student-centered learning
9. Planning the teaching/learning encounter via online delivery
10. Writing learning outcomes/objectives
11. Teaching strategies and resources
12. Teaching online.
13. Staff development
14. Evaluation and assessment using reflection
15. Constructing and evaluating test questions

NUR 4827C – Leadership and Management* - (3 credits)

THEORY:

1. Leadership principles
2. Management principles
3. Change and innovation
4. Critical thinking and decision-making skills
5. Legal and ethical issues
6. Communication, persuasion, and negotiation
7. Motivation, team building and working with effective groups
8. The healthcare system, health policy, and health and Nursing
9. Evidence-based practice strategies for nursing leaders through in-class simulated exercises

- Disaster Preparedness
 - Budgeting/Financial Management
 - Performance Reviews
 - Reduction in Force/ Termination of Employees
10. Strategic Planning
 11. Quality improvement and healthcare safety
 12. Staff recruitment and retention
 13. Staffing and scheduling

CLINICAL:

1. **30 hours of service learning:**

The student will select an area of civic engagement that interests the student and demonstrates a need for involvement. This area of community involvement can be a focus for each of the three clinical courses; Community Health, Leadership/Management, and the Capstone Practicum. Learning objectives for each experience will be determined with input from the student and the preceptor and approved by faculty.

NUR 4925 – Symposium II* – (1 credit)

THEORY:

1. Interactive discussion, narrative pedagogy, and reflection will be utilized to enhance the value of talks related to:
 - a. Current topics in Nursing and healthcare (such as eNLC)
 - b. Career Exploration
 - i. Graduate Programs
 - ii. Certifications
 - iii. Emerging Nursing Career Paths such as Nursing Informatics/ Forensics

SEMESTER 3

NUR 4655 – Multicultural Factors and Health – (3 credits)

THEORY:

1. Theoretical foundations of transcultural nursing
2. Culturally competent nursing care
3. The influence of cultural and health belief systems on health care practices
4. Transcultural perspectives and challenges in nursing.
5. Creating culturally competent organizations
6. Cultural diversity in the healthcare workforce

NUR 4837 – Health Care Policy and Economics – (3 credits)

THEORY:

1. Policy and Politics
 - a. Research the policy development process
 - b. Apply knowledge of the legislative process to influence policy
 - c. The role of nurses in developing workplace policy
2. Managing costs and budgets
 - a. Analyze resource allocation related to a trending healthcare issue in the local, national, or global community.

- b. Formulate a budget for a healthcare screening or unit activity
- 3. Legal and ethical issues related to health care economics
 - a. Evaluate regulations related to a current issue in healthcare.

NUR 4847 – Clinical Decision Making – (3 credits)

THEORY:

Critical thinking, clinical judgment, and the nursing process

- 1. Legal aspects of nursing practice
 - a. Tort law in nursing
- 2. Health care informatics
 - a. Analyzing research
- 3. Genetics and Genomics
 - a. Pedigree creation
 - b. Identifying familial health issues
- 4. Ethical Dilemmas of Nursing and Healthcare
 - a. Information Management: Public address announcement
- 5. Patient Safety
 - a. Patient Safety Culture
 - b. IOM and Department of HHS roles
 - c. Nursing roles and responsibilities

NUR 4945C—Nursing Capstone Practicum*

THEORY:

- 1. Preparation of the Capstone Research Proposal
- 2. Presentation of Capstone Research Proposal
- 3. Creation of E-portfolio
- 4. Critical reflection on the program outcomes of the RN-BSN program

Research & Professional Development Hours:

60 hours of research & professional development hours in the construction of the Research proposal and presentation and the e-portfolio.

*Denotes the course requires a face-to-face (virtual) component

2.3 RN-BSN COURSE REQUIREMENTS & CURRICULUM PLAN

Nursing AS/ Diploma Credits – the following courses (or the equivalent) must be completed along with current, unencumbered Registered Nursing licensure			
Course Number		Course Name	Credits
HUN	1201	Principles of Nutrition	3
DEP	2004	Developmental Psychology	3
NUR	1022C	Foundations of Nursing Practice*	3
NUR	1142	Introduction to Pharmacology	2
NUR	1210C	Basic Care of the Adult	4
NUR	1213C	Intermediate Care of the Adult (<i>equivalent to NUR</i>	10

NUR 2420C	1281C-Gerontological Nursing & NUR 1212C-Nursing Care of the Adult II)	4
NUR 2310C	Maternal-Infant Nursing	4
NUR 2520C	Nursing Care of the Child	4
NUR 2214C	Psychiatric Mental Health Nursing	11
	Advanced Adult Care (equivalent to NUR 2241C-Nursing Care, Adult III & NUR 2945C- Practicum)	
Prerequisite Courses – completed with a “C” or better <u>prior to</u> RN-BSN program enrollment		
Course Number	Course Name	Credits
BSC 2085	Human Anatomy & Physiology	3
ENC 1101	English Composition I	3
Humanities	Humanities I, II, or III Principles	3
SYG 2000 or	of Sociology or General	3
PSY 2012	Psychology	
GENERAL EDUCATION COURSES		
NOTE: These general education courses may be taken during the RN-BSN program; however, students may choose to begin the general education courses at any time.		
Course Number	Course Name	Credits
Humanities	Humanities II and III (HUM I, II, and III are required for graduation)	6
CHM 1032	General, Organic Biochemistry or higher	3
POS 2041	American National Government to include passing a Civics Literacy Exam prior to graduation.	3
STA 2023	Statistics	3
ENC 1102	English II	3
MAC 1105 or	College level math or higher	3
MGF 1106		
EUH 1000 or	Western Civilization I or II	3
1001		

Fall Full Time Track

Fall Semester		Spring Semester		Summer Semester	
Term 1- NUR 3069 - Advanced Health Assessment - NUR 3925 -Symposium I	Term 2- NUR 3119 - Nursing Concepts & Theories	XXXXXXXXXX	2- NUR 3895 - Teaching & Learning - NUR 4925 - Symposium II	1- NUR 4837 - Healthcare Policy & Economics - NUR 4655 - Multicultural Factors & Health	2- NUR 4847 - Clinical Decision Making
Full Semester (FS)- NUR 3128 -Pathophysiology FS- NUR 3636C -Community Health		FS- NUR 3167 -Research FS- NUR 4827C -Leadership/Management		FS- NUR 4945C -Nursing Capstone Practicum	
11 hours/term	10 hours	7 hours	11 hours	8 hours	5 hours

Fall Part-Time Track

Fall Semester-1		Spring Semester-2		Summer Semester-3	
1- NUR 3069 -Advanced Health Assessment - NUR 3925 - Symposium I	2- NUR 3119 - Nursing Concepts & Theories	XXXXXXXXXXXXXXXXXX	2- NUR 3895 - Teaching & Learning - NUR 4925 - Symposium II	1- NUR 4837 - Healthcare Policy & Economics - NUR 4655 - Multicultural Factors & Health	2- NUR 4847 - Clinical Decision Making
4 hours	3 hours	0 hours	4 hours	6 hours	3 hours
Fall Semester-4		Spring Semester-5		Summer Semester-6	
Full Semester (FS)- NUR 3128 -Pathophysiology FS- NUR 3636C -Community Health		FS- NUR 3167 -Research FS- NUR 4827C - Leadership/Management		FS- NUR 4945C -Nursing Capstone Practicum	
7 hours		7 hours		2 hours	

Spring Full Time Fast Track Option

Spring Semester			Summer Semester	Fall Semester		
Term 1- NUR 3069- Advanced Health Assessment - NUR 3925- Symposium I	Term 2- NUR 3119- Nursing Concepts & Theories - NUR 3128- Pathophysiology	Term 3- NUR 3128- Pathophysiology	FS- NUR 3167 -Research	1- NUR 4837- Healthcare Policy & Economics - NUR 3895- Teaching & Learning	2- NUR 4847- Clinical Decision Making	3- NUR 4655- Multicultura l Factors & Health - NUR 4925- Symposium II
Full Semester (FS)- NUR 3636C -Community Health			FS- NUR 4827C- Leadership/Management	FS- NUR 4945C -Nursing Capstone Practicum		
8 hrs/ term	10 hours	7 hours	7 hours	8 hours	5 hours	6 hours

Spring Part-Time Track #2

Spring Semester-1			Summer Semester-2	Fall Semester-3		
Term 1- NUR 3069- Advanced Health Assessment - NUR 3925- Symposium I	Term 2- NUR 3119- Nursing Concepts & Theories - NUR 3128- Pathophysiology	Term 3- NUR 3128- Pathophysiology	FS- NUR 4827C- Leadership/ Management	1- NUR 4837- Healthcare Policy & Economics - NUR 3895- Teaching & Learning	2- NUR 4847- Clinical Decision Making	3- NUR 4655 Multicultura l Factors & Health - NUR 4925- Symposium II
4 hours	6 hours	3 hours	4 hours	6 hours	3 hours	4 hours
Spring Semester-4			Summer Semester-5	Fall Semester-6		
Full Semester (FS)- NUR 3636C -Community Health			FS- NUR 3167 -Research	FS- NUR 4945C -Nursing Capstone Practicum		
4 hours			3 hours	2 hours		

2.4 **SIMULATION LAB PERFORMANCE:**

Selected simulated experiences may be conducted across the RN-BSN curriculum in the classroom, campus lab environment, or virtually. Simulation is used in interprofessional exercises at various stages during the program. Collaboration is common with Respiratory Care, Physical Therapist Assistant, Sonography, and Dental hygiene and assisting students. Program-specific simulation is utilized in the form of tabletop exercises, interactive and unfolding case studies, role modeling, gaming, and narrative pedagogy.

A. Rationale:

1. Clarification of the role of faculty: In competency-based education, faculty members assume the role of transfer agents--creating conditions where expertise is transferred to advanced beginner and competent nurses (Benner, P., 1982). The responsibility of the transfer agent is to:
 - a. Describe what it means to be competent/ proficient.
 - b. Create and maintain an instructional environment in which students are prepared to utilize clinical judgment skills and perform competently.
 - c. Design evaluative exercises to determine when students are, in fact, capable of competent performance.
2. Facilitation of instructional accountability: We can anticipate certain results from a program of learning utilizing competency-based performance criteria. The participant in such a program should demonstrate:
 - A. Increased levels of competency, emotional intelligence, and clinical judgment.
 - B. Increased awareness of what the instruction is to provide.
 - C. Increased awareness of their performance levels.
 - D. Increased accuracy of self-evaluation.
 - E. Increased levels of empathy and compassion for the patients/family.
 - F. Increased confidence and commitment to learning.

B. Role of Instructor / Evaluator During Simulated Experience:

1. The primary role of the evaluator is objective observation.
2. No assistance should be provided to the student performer.
The evaluator will remain silent during the performance situation. The evaluator will not give non-verbal cues such as facial expressions and body movements.
For process evaluation, the evaluator will remain with the student and observe all behaviors.
3. If clear violation of a critical element occurs, the evaluator will discontinue the performance.

C. Role of Student / Performer During Simulated Experience:

1. The student should perform as though the evaluator was not present.
2. The student should not attempt to engage the evaluator in conversation or regard the evaluator as an assistant.
3. All critical elements must be performed appropriately.
4. The student should be prepared to self-evaluate his/her performance.

D. Role of Individual Assuming Role of the Patient:

1. The individual should perform as though the evaluator were not present.
2. The individual should not attempt to engage the evaluator in conversation or regard the evaluator as an assistant.
3. No information regarding the task performance may be provided to the student/performer. This includes verbal information and non-verbal cues such as facial expressions and body movements.

E. Critical Elements Criteria: Performance criteria identify the critical elements of the various nursing tasks. Critical elements are those aspects of care essential to protect and promote the patient's well-being. The elements are identified as critical because the omission or

unsatisfactory performance of any one of them indicates the student's failure to competently administer safe and effective care to the patient. The student must demonstrate competency in all performance criteria. They are subdivided into three overriding areas of concern.

1. **Physical Jeopardy** - Any act or inaction on the part of the student, which threatens the patient's physical well-being.
 2. **Emotional Jeopardy** - Any act or inaction on the part of the student, which threatens the patient's emotional well-being.
 3. **Asepsis** - The prevention of the introduction and/or transfer of organisms.
- F. **Accommodation for Individual Differences:** Allowances are made, with certain time limitations, for a student to progress to a satisfactory competency level at their own rate. If a student fails to perform satisfactorily on an initial experience, they will be provided with additional faculty mentoring.

3.0 GENERAL NURSING PROGRAM INFORMATION:

3.00.1 FOUNDING PROGRAM PRINCIPAL (HYBRID FORMAT)

As a requirement of the Florida Board of Education, the RN-BSN program must maintain a hybrid format. The courses throughout the program are primarily presented in an online format. However, some courses will require a face-to-face component based on each course's particular content.

3.1 FINANCIAL AID / SCHOLARSHIPS:

The Financial Aid office is available to assist the student in meeting the student's financial needs. Please refer to: <https://www.gulfcoast.edu/tuition-aid/financial-aid/index.html> for additional information. There are a number of academic and/or need-based Foundation scholarships earmarked specifically for nursing students. Scholarships may also become available mid-year. **PLEASE DO NOT HESITATE TO APPLY STARTING WITH THE FAFSA FORM.**

3.2 HEALTH RECORD:

A current, complete physical examination form, indicative of a satisfactory health state, must be on file in the Nursing Division office while enrolled in the program. **Any student who has a change in Health Status MUST be medically cleared before returning to the program.** Hepatitis B vaccination and COVID-19 vaccines and boosters are strongly encouraged but optional. *Students who opt not to take the COVID vaccinations may face difficulty in finding clinical sites that do require vaccination.* Students will not be allowed to start clinical or continue in clinical without these up-to-date forms.

3.3 HEALTH INSURANCE:

Students are strongly encouraged to maintain health insurance coverage while enrolled in the program. Health care costs associated with a student's enrollment in the nursing program are the financial responsibility of the student.

3.4 HOW TO IMPLEMENT ACCIDENTAL INJURY COVERAGE:

Should an accident occur during a clinical affiliation, the student must report this to their professor immediately and complete the GCSC FCC Accident-Incident Form, which is available in the Nursing Senior Administrative Assistant's office in HS 200 within 24 hours of the occurrence.

3.5 LIABILITY (MALPRACTICE) AND ACCIDENTAL INJURY INSURANCE:

Each student must have liability and accidental injury insurance while enrolled in the program. When the student pays fees for courses with clinical labs, the insurance fee is also paid. Since fees are subject to change, please consult the current Gulf Coast State College catalog. Liability limits to coverage are \$1,000,000 per incident for an individual student and \$3,000,000 aggregate per incident for a group of students. The basic plan for Accidental Injury Coverage provides the following:

The Basic Plan for Accidental Injury Coverage Covers the Following

Description	Coverage
Accidental Medical Insurance: Includes treatment as a result of exposure to a contagious and/or infectious disease including, but not limited to hepatitis, HIV, Meningococcal meningitis, TB. The policy would not include influenza, pneumonia or common colds.	\$15,000
Dental: Resulting from an accident	\$1,000
Deductible	None
Travel with a group under the direct supervision of insured.	Yes
Accidental Death or Dismemberment (AD&D)	\$25,000

This coverage is designed to cover the students injured as a **direct result of working in the clinical setting**. The coverage is not designed to cover accidents while walking/traveling to class or sitting in a classroom. The insurance would extend to slips or falls in clinical settings or injury due to lifting patients or equipment but most importantly, it would cover treatment for exposure to disease as stated above.

3.6 **NURSING - CAMPUS LABS:**

Please respect the rights of others: Refrain from loud talking and unnecessary noise, which may disturb others using these areas. No eating/drinking permitted in these areas.

A. **Computer Room (Library - Room 311, HS 118, 208 & 211)**

1. There are computers linked to the GCSC network and the Internet in the multimedia rooms. They are for the use of Nursing students.
2. If the student has a problem with the computer equipment, notify the help desk (850-913-3303). Computer services will attend to the problem as timely as possible, depending on their schedule.
3. If there is a question or concern with the software programs, notify the appropriate faculty for that course or the RN-BSN Coordinator.

B. **Nursing Campus Labs (Nursing Labs)**

1. Supplies and equipment may not be removed from the lab.
2. Handle all equipment and mannequins carefully. Seek help from the coordinator of nursing or the laboratory coordinator if a piece of equipment does not work.
3. When the student is finished with a piece of equipment, be sure it is turned off and unplugged.
4. Make sure the materials the student has used have been returned to the appropriate place and turn off the lights.
5. Campus lab schedules may be posted on the bulletin boards in nursing labs. The Nursing faculty encourages students to make use of "open" lab hours for additional practice of skills.

3.7 **CHILDREN ON CAMPUS:**

Children are prohibited in nursing classrooms or laboratories at any time for liability reasons. Access to the nursing classrooms and laboratories is authorized only by nursing faculty or the coordinator of the nursing department.

3.8 STUDENT COMMUNICATION:

The primary form of communication for students in the RN-BSN program will be the Gulf Coast Student email account via the CANVAS Learning Management System. It is imperative that students check course email often.

3.9 WITHDRAWAL FROM NURSING COGNATE (SUPPORT) COURSES:

Students must complete designated pre-requisites for each nursing course prior to enrolling in that course. If a student desires withdrawal from a support course in the sequence of pre-requisites, the student must contact their nursing advisor before he/she can withdraw from that course. Failure to do so could result in ineligibility to continue in the nursing sequence in the program.

3.10 HEALTH CARE PROVIDER CPR CERTIFICATION:

Students are required to maintain current CPR certification while enrolled in the nursing program. This can be from the American Heart Association: CPR for the Healthcare Provider, or from the Red Cross: CPR for the Professional Rescuer. **No others will be accepted without prior approval.**

3.11 NURSING LICENSURE:

RN-BSN students must maintain an active, unencumbered Registered Nursing license for the duration of the program. Licenses will be verified at admission and beginning each subsequent semester to ensure clear/active status without restrictions. Students must be licensed in the state where clinical experiences will occur. NOTE: Any change in the status of the RN license may result in immediate dismissal from the RN-BSN Program. New graduate RNs may enter the program on probationary status pending passing the NCLEX-RN examination. **Students admitted on a probationary status must successfully pass the NCLEX-RN examination by the mid-term of their first semester.** Failure to pass the NCLEX-RN examination by mid-term could result in dismissal from the program. The student must have an active RN license to graduate.

3.12 FLORIDA FOREIGN LANGUAGE UPPER DIVISION REQUIREMENT:

If, at the time of admission, the student has not completed two consecutive years of the same foreign language in high school or eight credits in college, the student must complete eight credits of the same foreign language with a grade of "C" or better to graduate the RN-BSN program.

3.13 STUDENT ACADEMIC GRIEVANCE PROCEDURE

Any student who wishes to express a formal complaint regarding his/her experience during enrollment in the RN-BSN program should voice those complaints to the appropriate faculty member initially. If the problem cannot be resolved at that level, then the Program Coordinator should be notified. The Division Chair of Nursing may also be brought in to assist in resolving the matter followed by the Vice-President of Academic Affairs.

Some complaints are difficult to resolve and may require filing a formal grievance. Grievances will be accepted in writing as an e-mail, on the "GCSC RN-BSN Report of Formal Complaint Form" or any other written form that includes the student's name and contact information and a general description of the complaint. These written documents should be presented to the Coordinator of the RN-BSN Program or the Division Chair of Nursing. Complaints will be reviewed thoroughly and forwarded along with resolutions/responses to the Dean of Student Engagement who will, in turn, inform the Vice President of Academic Affairs of the student complaint and recommended corrective action. If the Vice-President agrees with the suggested corrective action, he/she will communicate this to the appropriate administrator for implementation. College grievance policies are outlined in the Gulf Coast State College Student Handbook for each academic year. **Please refer to BSN Central for the steps in the grievance process, a form for filing the student's complaint, information about grievance hearings and the College Academic Grievance Committee selected by the Vice President of Academic Affairs to assist the student in due process and a fair and equitable resolution of the problem or complaint.**

3.14 RN TO BSN ADVISORY COMMITTEE:

- A. This committee is composed of representatives from our community of interest, including clinical site representatives, students, faculty, Program Coordinator and Nursing Division Chair. The purpose of the committee is to provide a forum for communication related to curricular and workplace issues and needs. This allows our community of interest direct input into curricular decisions, revisions, etc.

3.15 NURSING STUDENTS' ASSOCIATION (NSA):

- A. This association is a constituent of the National Student Nurse Association, www.nsna.org the world's largest independent organization for nursing students. RN-BSN students may participate with this group and are encouraged to participate in professional organizations while in school and beyond.

3.16 FACULTY / STUDENT LIAISON COMMITTEE:

- A. **Membership:**
1. RN-BSN Coordinator, Faculty and Students.
 2. One meeting will be announced per semester to take place at the end of a regular class session. Students may choose to attend or not. (This format was requested by the students.)
- B. **Purpose:**
The purpose of the committee is to provide a forum, which enhances the communication and rapport between faculty and students. This committee provides an opportunity to address student/s group/s questions or concerns about policies, procedures or activities related to the nursing program and seeks input on methods to better meet our program outcomes.
- C. **Record of Meeting:**
Minutes are taken at each meeting. Students are notified through Canvas of any needed changes or course revisions.

3.17 RN to BSN PINNING CEREMONY:

- A. A pinning ceremony is held for each graduating class. The summer and fall ceremonies are scheduled the last week of the term.
- B. The graduating class is responsible for planning the ceremony.

3.18 RN to BSN DEPARTMENTAL AWARDS:

Graduates may receive individual awards as nominated by faculty for outstanding achievements. Current standing awards are:

- **The Outstanding Scholar Award-** This award is given to the graduate who has one of the highest overall grade point averages and has demonstrated exceptional dedication to learning and scholarly inquiry throughout this program.
- **The Casandra Scribner Leadership Award-** This award is presented to a graduate who has demonstrated exceptional leadership skills during the course of the program. The award is named for the late Casandra Scribner, a former student.

4.00 RN-BSN NURSING PROGRAM POLICIES:

4.00.1 STUDENT CODE OF CONDUCT:

All students attending Gulf Coast State College RN-BSN program are required to adhere to the student code of conduct outlined in the GCSC Student Handbook and @: <https://www.gulfcoast.edu/current-students/code-conduct/index.html> In addition:

- A. Students admitted to the Gulf Coast State College RN-BSN Program are expected to have the qualities of honesty and integrity.

- B. A student may be dismissed from the program for reasons other than academic performance. Each nursing student represents Gulf Coast State College, the RN-BSN Program, and the nursing profession. The conduct of nursing students should be highly ethical as defined by the American Nurses Association (ANA) Code of Ethics.
- C. Personal accountability and integrity are expected to be demonstrated in professional judgments and behaviors fulfilling program requirements.
- D. Faculty believe adherence to the Florida Nurse Practice Act and Professional Critical Behaviors are necessary for all nursing students throughout the nursing program.
- E. The Gulf Coast State College RN-BSN Program **reserves the right to dismiss a student from the program for unprofessional, unethical, egregious or unsafe behaviors. The student may be removed from the classroom, laboratory, clinical and/or program until appropriate investigation has been conducted and concluded.** Students will be unable to participate in the course or clinicals during the time of the investigation.
- F. In the event of an arrest on a felony or misdemeanor charge during the program, the student is required to immediately notify (within 24 hours or the first business day following the arrest or charge) the program coordinator. If the student fails to do so, the student will be subject to immediate dismissal from the program.

4.00.2 PROFESSIONAL CRITICAL BEHAVIORS:

The Student Code of Conduct **involves but is not limited to the follow areas:**

- A. Academic or Clinical Dishonesty
- B. Plagiarism, Copyright Infringement and/or Cheating
- C. Falsification of Documentation
- D. Fabrication, Falsification or False Accusations made against faculty, administration or other students. (Refer to the GCSC Student Handbook for additional information).
- E. Intoxication or being under the influence of drugs or alcohol
- F. Disruptive or disorderly conduct, such as disregard for right of faculty and peers, threatening behaviors in any medium of communication, and sexual harassment. (Refer to the GCSC Student Handbook for additional information).
- G. Violation of any Gulf Coast State College or Gulf Coast State College RN-BSN Program Policies.
- H. Failing to adhere to the program dress code outlined in this handbook.
- I. Inappropriate communication or breach of confidentiality which may include: inappropriate language and terms or demonstrating lack of respect for others. This includes improperly addressing others and using inappropriate names or titles in any form of communication (i.e., e-mails, blogs, web spaces {social media} etc.).
- J. Inability to resolve conflicts appropriately and failure to follow appropriate lines of communication and chain of command.
- K. Unsafe, ineffective nursing care including inappropriate judgment when making decisions; improperly using and caring for equipment; and using incorrect techniques and precautions when delivering care.
- L. Failure to adhere to the policies and protocols of GCSC, the RN-BSN Program, affiliating agencies, the Florida Nurse Practice Act and legal mandates of society.
- M. Acts of retaliation against faculty, administration or other students. (Refer to the GCSC Student Handbook for additional information).
- N. Failure to adhere to the GCSC Student Code of Conduct outlined in the GCSC Student Handbook may be cause for Progressive Disciplinary Action/Dismissal.

An unsatisfactory in one or more professional critical behaviors may result in course failure and/or dismissal from the program. Any violation in the “Student Code of Conduct” or “Professional Critical Behaviors” may result in the students’ automatic dismissal. The student may not be eligible for readmission.

4.1 **ATTENDANCE AND ABSENCE POLICY:**

The following hybrid courses require attendance as specified in the course syllabi:

- NUR 3119 Nursing Concepts & Theories
- NUR 3128 Pathophysiology
- NUR 3895 Teaching & Learning for the Healthcare Professional
- NUR 3925 Symposium I
- NUR 4827C Leadership/Management
- NUR 4925 Symposium II
- NUR 4945C Nursing Capstone Practicum

The success of our students is of paramount importance to the faculty of the RN-BSN program at Gulf Coast State College. We agree that class attendance is an extremely important part of the learning process and students must participate to benefit from these experiences. While we are aware that emergencies can arise, every effort must be made by the student to attend the scheduled classes.

Emergencies include:

- Severe illness of student or child of student
- Death in the family
- Catastrophic home event (divorce, fire, storm damage, etc.)
- Extreme emergency at work (absolutely no one else to cover)

The following do not constitute emergencies:

- Work (the student is notified extremely far in advance of the days to take off)
- Over-sleeping
- Car trouble

An absence can be classified as excused if it fits the emergencies listed above and the student has notified the appropriate Professor or BSN Program Coordinator **a minimum of 2 hours prior** to class start time. The GCSC faculty member will also confirm whether or not the reason for not attending can be excused.

Unexcused absences include “no call, no shows” or absences that do not meet the emergency criteria. Classroom attendance for all hybrid courses will be factored into course grade. For every unexcused absence a zero will be awarded the student for that particular class day. The Symposium courses are “mini-courses” and there are only 2 virtual classes, so it is imperative that the student attend these.

Two or more unexcused absences in any course that has a virtual component will result in a 10-point deduction from the final grade.

College Attendance & Withdrawal Policy:

Attendance:

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

Student Withdrawals:

Students wishing to withdraw from a course must complete a withdrawal form and submit the form to the Office of Enrollment Services before the scheduled withdrawal date as published on the college calendar. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of “W”.

Consequences of Withdrawals:

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may calculate withdrawals as grades. It is the student’s responsibility to verify the effects of enrollment and/or withdrawal upon the student’s financial assistance (financial aid, scholarships, grants, etc.).

4.2 REASONABLE ACCOMMODATION / STUDENT ACCESSIBILITY RESOURCES POLICY:

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of any course that hinders the student's full participation, reasonable accommodations can be arranged. Instructions are provided @: www.gulfcoast.edu/academics/academic-support-tutoring/student-accessibility-resources/index.html Prior to receiving accommodations, the student must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

4.3 TAPING POLICY:

Refer to individual course syllabi and ask permission of the professor.

4.4 ELECTRONIC DEVICES POLICY:

Students should be aware of public perception and refrain from use of an electronic device in hallways and nurse's stations. (Also, see "Social Media Guidelines" on page 49 of this document.)

4.5 COLLEGE LIBRARY INFORMATION POLICY:

When researching journal articles, books, etc., be sure to look closely at copyright dates. We generally do not permit the use any sources greater than five years old unless they are classic works of research. Internet sources should be closely evaluated for credibility and accuracy. The student may contact a librarian by logging onto the GCSC Library site for chat capabilities or emailing: librarian@gulfcoast.edu

4.6 CLINICAL IMMERSION EXPERIENCES:

- Information regarding clinical experiences will be given to the student at the **start of each semester**
- Preceptor Approval Forms must be submitted **no later than the 2nd week of the semester** for administrative approval. A list of approved clinical sites and preceptors will be included in the student's initial clinical information packet.
- Clinical hours cannot commence and preceptor forms will not be approved until the following documentation is on file with the RN-BSN Program Coordinator:
 - COPY OF CURRENT UNENCUMBERED FLORIDA RN LICENSE
 - MEDICAL EXAMINATION - With Satisfactory Results
 - IMMUNIZATION FORM
 - SATISFACTORY FINGERPRINT / CRIMINAL BACKGROUND CHECK
 - CURRENT CPR CARD - From either American Heart Association (BCLS-C) for Healthcare Provider (Basic Cardiac Life Support)
 - SATISFACTORY DRUG SCREENING

Clinical Preceptor Information

4.6.1. Requirements for RN-BSN Program Preceptors

Education: BSN (MSN preferred)

Community-based preceptors with an MPH or MSW, and or Bachelor's degrees with expertise in the field will be considered.

- Licensure: Current and active RN license in Florida (or the state in which the clinical hours are performed) or equivalent licensure for other professionals
- Certification: National certification preferred for specialty area preceptors
- Experience: In current position at least one year
- Other: **Students may use their workplace as a clinical site, but the preceptor CAN NOT employed as the student's supervisor at the student's current place of employment, and CAN NOT be a personal friend or relative of the student.**

4.6.2. Preceptor selection process

No later than the 2nd week of a clinical course:

- a. Each student will select a qualified preceptor for the semester's clinical course according to the focus of the learning for that course. (The clinical course will include a list of preceptors that have been previously approved.)
- b. **Each student will verify** with the RN-BSN Program Coordinator that a contract exists between the employing institution of the preceptor and GCSC or that a contract can be obtained prior to beginning clinical hours.
- c. Each student will contact their selected preceptor and deliver a copy of the *Handbook for Preceptors* to the selected person if that person agrees to serve as the student's preceptor.
- d. Each student and preceptor will complete the *Preceptor Approval Form* and submit it to the Program Coordinator for the RN-BSN Program **no later than the 2nd week** of the semester in which the clinical course will occur.

4.6.3. Student-Faculty-Preceptor Roles and Responsibilities

Student Roles and Responsibilities:

- By the end of the second week of the semester of the clinical course: Meets with their chosen preceptors to negotiate a plan that includes:
 - a projected schedule for the completion of the required clinical hours, and
 - a projected plan of learning experiences to meet the course objectives.
- Communicates with the assigned course faculty if problems arise related to the clinical experience.
- Ensures that each preceptor has received the *Handbook for Preceptors* and copies of all clinical forms that will be needed when working with the student.
- Completes the forms required for completion of the clinical experience:
 - 1) *Clinical Log* (signed by the student and the preceptor)
 - 2) *Summary of Clinical Site Experience*
 - 3) *Evaluation of Preceptor*

4) *Clinical Evaluation Tool* (to be completed in a face-to-face (virtual) meeting between the student, course faculty, and preceptor and signed by both)

- Adheres to all clinical polices and other policies contained in the RN-BSN Program *Handbook for Students*.

Clinical Milestones:

For a 30-hour clinical course, a **minimum** 15 of those hours **must be completed** by midterm and the remaining 15 must be completed by the date set by the faculty member. Exceptions to completing the first 15 clinical hours by midterm must be approved by the faculty or Program Coordinator. (Please see the course calendar for actual dates.) Each student's clinical log should be kept current throughout the experience and a drop box will be provided for both midterm and final submissions of the log in Canvas. ****PLEASE NOTE:** A failure in clinical results in failure of the Community Health course and a 20% reduction in the student's grade for the Leadership/Management class.

Faculty Roles and Responsibilities:

- a. Determines that all clinical requirements have been completed by the student prior to the start of clinical hours.
- b. Is available to the preceptor and the student by telephone and for face-to-face meetings as scheduled or requested by the preceptor.

Preceptor Roles and Responsibilities:

- a. Seeks and obtains the approval and support of their employing agency or supervisor to serve as a preceptor for the RN-BSN student.
- b. Agrees to serve as a preceptor and completes and signs the *Preceptor Approval Form*.
- c. Meets with the student to negotiate a plan that includes: 1) a projected schedule for the completion of the required clinical hours, and 2) a projected plan of learning experiences to meet the course objectives.
- d. Provides regular feedback to the student regarding the strengths of the student and suggestions for improvement related to the objectives of the course.
- e. Is available to the faculty and the student by telephone and for face-to-face meetings as scheduled or requested.
- f. Communicates to the faculty any problems regarding the performance or professional conduct of the student.
- g. Meets with the student and course faculty at the completion of the student's clinical hours to complete and sign the student's *Clinical Evaluation Form*.

4.7 CLINICAL PRACTICE / ACCOUNTABILITY POLICY:

Refer to Course Syllabus for Specific Course Guidelines.

- A. GCSC and the RN-BSN Program are obligated morally and legally to protect the safety and security of clients entrusted to our care. Therefore, in order to function in the clinical setting and to gain entrance into the next course, **students must demonstrate evidence of mastery of certain skills and competencies** that will be reflected on the course Clinical Evaluation Tool.
- B. Students are expected to follow policies of the clinical agency and to **maintain confidentiality of client and agency information. Any student found breaching confidentially will be automatically dismissed from the nursing program.**

- C. **Any student found in violation of the HIPAA (Health Insurance Portability and Accountability Act) will be dismissed from the nursing program and legal action can be sought by the clinical agency where the violation occurs.**
- D. **Students found falsifying documentation or misrepresenting themselves or Gulf Coast State College in any way may be dismissed from the nursing program.**
- E. If unable to report for clinical assignment, it is the student's responsibility to notify the clinical agency and/or the appropriate clinical preceptor/mentor or faculty member prior to the clinical experience. Students who fail to contact the clinical agency, preceptor, mentor, or professor are considered "No Call / No Show" and a "Disciplinary Action Form" will be completed. A student can be dismissed from the nursing program for a "No Call / No Show."

4.8 SAFE PRACTICE POLICY:

- A. If a student's performance in a clinical nursing course is determined to be **unsafe with actual or potential detriment to patients' safety**, the student may be **dismissed from the course or the nursing program** and receive a grade of "F" for the course. The RN-BSN program reserves the right to remove a student from the clinical setting to protect patient safety.
- B. To protect the public, the student will not be allowed to return to clinic pending the outcome of the disciplinary hearing held by the disciplinary committee/s.

4.9 ACCIDENT / INCIDENT POLICY:

Accidents (injury to the student or others) and incidents (e.g.: medication error) must be reported on the appropriate clinical site and college forms. The student's safety and the safety of the student's patients is our first concern. All accidents or incidents are to be immediately reported to the student's instructor or preceptor. It is the student's responsibility to report the event to the Preceptor and to immediately complete a clinical report form. If the student is involved in any kind of accident or incident at the clinical site, the **Clinical Professor and the RN-BSN Coordinator** should be notified immediately. Also, see our policy regarding contact with bodily fluids. If the student is injured, the student may be treated by the student's own private physician or in the hospital emergency department. The student is responsible for seeking treatment and completing required reports.

- A. Should an accident occur during a clinical affiliation, the student must report this to the instructor immediately and complete the GCSC - Accident-Incident Form and an insurance claim form. The Accident-Incident and Claim Forms are available in the Nursing Division Senior Administrative Assistants' office and on Nursing Central (for faculty access). The student must complete either/both forms within 24 hours of occurrence. Accident-Incident Forms need to be turned into the RN-BSN Coordinator's office once complete. Students must also, complete the Accident/Incident report required by the institution.
- B. Students are reminded that they are only covered by student insurance DURING the clinical rotation and NOT TO AND FROM the clinical or community agency.

4.10 UNIFORM RULES AND REGULATIONS POLICY:

To be appropriately attired is a part of preparation for the clinical experience. Dress codes are enforced for the purpose of safety, infection control, and professionalism.

- A. **Wearing the Uniform:**
 - 1. Dress codes for community-based lab experiences (See syllabi).
- B. **Standard of Dress:**
 - 1. Impeccable hygiene.
 - 2. White Lab Coat clean and pressed each day.

- C. **Uniform Consists of:**
1. **Designated Uniform.** The student uniform consists of professional business attire and a clean, pressed white lab coat. Shoes should be closed at the heel and the toe.
 2. Retractable badge holders with no logo may be worn (available at either uniform store).
 3. If uniforms are required in the clinical area, any clean, pressed solid color scrub suit may be worn with the lab coat. Novelty style lab coats are only permitted on pediatric units (per institutional policy).
- D. **Required Accessories:**
1. School Photo I.D. labeled "BSN Student".
 2. Any other accessories as required for clinical experience.
- E. **Hair** - When in uniform, hair must be clean, neat, conservatively styled, and pulled back away from the face. This applies to both men and women. Beards and mustaches should be clean and neatly trimmed.
- F. **Jewelry:**
1. Earrings may be worn only if they meet the following criteria:
 - a. For pierced ears and plain in design.
 - b. One earring to each lobe (traditional location, i.e., center of lobe).
 - c. Yellow gold, white gold coloring, stone or pearl.
 - d. No larger than 5 mm (3/16 in.) post style that do not dangle.
 - e. No ear cuffs.
 - f. No otherwise visible piercings are allowed
 2. No necklaces or bracelets.
 3. Nose studs or nose rings are not allowed in campus lab or clinical.
 4. Tongue studs or tongue rings may not be worn.
 5. Students may wear wedding rings (No sharp stones), medic alert symbols, and plain barrettes, clips or hair bands to hold hair.
- G. **Makeup and Nails:** Makeup to be used in moderation. Fingernails should be short to prevent injury to patient and only clear or pale nail polish may be worn. Literature supports that artificial nails harbor bacteria and are a serious health risk to students and patients. Thus, they should not be worn.
- H. **Tattoos** - Cannot be visible when in the clinical areas.
- I. **Colognes** - Some clients have allergies or are experiencing nausea that can be intensified by strong scents; therefore, perfume, cologne and after-shave should not be worn on duty.
- J. **Gum** - No gum chewing on duty.
- K. **Wearing Uniform in Public Areas other than Clinical** - If student is in a public place following clinical, (i.e., mall, grocery store), the Gulf Coast State College name tag should be removed.
- L. **Standard of Conduct while in Uniform** – Follow institutional policies regarding smoking; follow institutional and OSHA policies regarding eating and drinking in clinical areas.

4.11 **GRADING POLICY:**

The general grading policy is outlined in the current Gulf Coast State College Catalog (See Academic Regulations). Nursing grading and examination policies are published in the Learning Activity Guides for each course. The grading scale is:

Letter Grade	Percent Score	Pass / Fail Score
A	100 - 90	Passing Score
B	89 - 80	Passing Score
C	79 - 70	Minimum Passing Score
D	69 - 60	Failing Score
F	59 or Below	Failing Score

- A. Grades will be posted on Canvas (Refer to Course Syllabus).

Incomplete Grade Policy:

To receive a grade of “I” (for “Incomplete”) in a class, the student must submit a written request to the instructor prior to the last day of the course. The “Incomplete” option is only intended to help students who have an emergency arise in the last two weeks of the class that prevents them from finishing all work. The “Incomplete” provides 30 days from the ending date of the course to make up any missing work. If work is not submitted during this time period, the grade will automatically change to an “F”.

4.11.1 LATE ASSIGNMENTS

The hybrid and online nature of the GCSC RN-BSN program requires adherence to a schedule to prevent the student from falling behind in his/her studies. Due dates for assignments are posted on the front page of every course in the CANVAS Learning Management System in the form of a full semester calendar and a weekly reminder calendar. It is the responsibility of the student to check the course sites a minimum of 3-5 times per week for e-mail communication from faculty, communication with classmates on group projects and discussion boards, and to review the calendars.

For all assignments in the GCSC RN-BSN program the following policies will apply:

- All Discussion Forum assignments are due by the date assigned. Most discussion forums will have an initial posting date and a final posting date—both dates apply. No credit will be given for Discussion Forum entries posted after the final posting date.
- **Assignments, other than exams and final papers or projects, will be accepted with a 10% penalty for up to one week (7 days) after their due date, a 15% penalty for a submission greater than 7 days, and NO CREDIT will be given if an assignment is submitted greater than two weeks (14 days) after the due date.**
- Exams (assessments) are due within the time frame posted in the course calendar. No credit will be given for late exams or assessments.
- Final course papers or projects are due on their posted due date. No credit will be given for final course papers or projects that are submitted after their due date.

*Students with emergent extenuating circumstances may be able to receive an exemption from the above penalties at the discretion of the Professor as long as the student communicates with the faculty member no later than the due date for the assignment and receives special dispensation.

****Students repeatedly requesting extra time to complete late assignments will be referred to the Coordinator of the RN-BSN program for further counsel.**

4.12 EVALUATION IN CLINICAL AND LAB AREAS POLICY:

- A. Students are evaluated in the clinical lab area in conjunction with the course/clinical objectives and guidelines of individual nursing courses. The behaviors identified in the clinical evaluation tools are measured by one or more of the following methods:
 1. Demonstration in clinical lab area.
 2. Documentation in Written Material:
 - a. Client's record.
 - b. Nursing assessments and care plans.
 - c. Other materials as appropriate.
 3. Verbal reports in clinical setting, participation in pre and post conferences.
 4. Communication with instructor and other members of the health team.
- B. Clinical performance will be evaluated according to the clinical objectives outlined for each course, using an evaluation instrument completed by the professor. Students must demonstrate

a satisfactory clinical performance (based on outcome measures) to pass the course. If a student does not achieve a satisfactory in all written and clinical requirements, a student will receive an “F” for the nursing course.

- C. Final Evaluation Conferences are scheduled at the end of each clinical course. Additional conferences may be conducted in the clinical area or on campus at the discretion of the professor or student.

4.13 RETENTION AND PROGRESSION POLICY:

- A. The student must maintain a “C” or better in nursing cognate courses within the curriculum. (Please refer to Graduation Requirements and to Course Syllabi for additional course requirements.) A “C” or better must be earned in each nursing course in order to pass the course.
- B. **Students who fail to maintain minimum curriculum standards, are academically unsuccessful in, or fail to complete course requirements or designated pre-requisites in ANY nursing course will be dismissed from the RN-BSN program.** The student may appeal course dismissal /grade. Refer to GCSC Student Handbook for the Administrative Appeal Process.
- C. Students who are **academically succeeding** but **withdraw** from the program must apply for re-admission if they are eligible. Refer to the **READMISSION** process.
- D. Application for readmission **must** occur within three years, (excluding military service). Students will be notified of the readmission decision by letter. **READMISSION INTO THE RN-BSN PROGRAM IS NOT GUARANTEED. Students are reminded that space in the program is limited.**
- E. **Nursing courses may be repeated only three times.** Prior to the third attempt, the student must meet with the RN-BSN Program Coordinator at which time a transcript evaluation will be conducted. If the student has general education/pre-requisite courses still not completed, he/she will be required to complete all of those successfully prior to the third attempt at the RN-BSN courses.
- F. Students must be **prepared for each clinical assignment** as instructed. **If unprepared**, the student may be removed from the clinical area or dismissed from the nursing program for that experience, as a potential detriment to the patient exists. **If removed**, the student will be counseled per the Progressive Disciplinary Action procedure and the **day will count as a clinical absence**. (Refer to Progressive Disciplinary Action / Dismissal).
- G. Student will receive a **Satisfactory / Unsatisfactory** for each outcome in the clinical portion of each course. The clinical performance must be satisfactory to receive a passing course grade. If the clinical is satisfactory, the student receives a course grade based on academic performance: **Satisfactory Clinical Evaluation** - Students must receive final ratings of satisfactory for all outcomes on the clinical performance evaluation in order to receive a passing grade for the course.
Unsatisfactory Clinical Evaluation – Nursing faculty have the responsibility to evaluate each student’s ability to provide safe care. Students having difficulty with clinical skills will be referred for remediation. Students who are not progressing satisfactorily and/or meeting requirements for clinical labs may be counseled, remediated, or dismissed from the RN-BSN program. If a student’s performance in a clinical nursing course is determined to be **unsafe with actual or potential detriment to patients’ safety**, the student will be **dismissed from the course**. A grade of “F” will be recorded for the course. **An unsatisfactory rating in clinical lab may result in an “F” grade for the course.**
- H. If a nursing course is to be repeated, **all classroom and clinical components are repeated.**

4.14 CORRECTIVE ACTION / PERFORMANCE IMPROVEMENT POLICY:

Corrective Action/Performance Improvement is a procedure that identifies a student has been assessed to be performing below the passing rate, at risk as identified in the course syllabus, or has some other behavior identified as requiring an opportunity for improvement or corrective action.

- A. **Purpose:**
 - 1. To identify students with “at risk”, “below passing”, or who has demonstrated some other “at risk” behavior.
 - 2. To facilitate and assist the student in meeting course or clinical objectives & outcomes
 - 3. Use of the Corrective Action/Performance Improvement forms can be progressive in nature, or used in a single serious incident and may result in dismissal from the nursing program.
- B. **Policy:**
 - 1. The instructor will initiate a **Corrective Action/Performance Improvement Form** when the student has been assessed to be performing below the passing rate or standards of the RN-BSN program as identified in this manual or the course syllabus.
- C. **Procedure:**
 - 1. The instructor will initiate a Corrective Action/Performance Improvement Form once that student has been assessed to be performing below the satisfactory performance as identified in the course syllabus.
 - 2. If program dismissal is recommended: The faculty member reviews the concerns with the Program Coordinator.
 - 3. Students wanting to review the dismissal are referred to the “Clinical Appeals Process”

4.15 DISMISSAL POLICIES - JURISDICTION:

- A. Dismissal is the termination of the student’s enrollment in the nursing program. This may be due to a single serious incident or the final step in the Disciplinary Action Procedure. Students dismissed from a nursing course will receive a grade of “F” for the course.
- B. According to the GCSC Student Handbook regarding Jurisdiction – The Student Code of Conduct is applicable in all matters of student discipline, and any disciplinary action imposed upon a student shall be in accordance with this code, unless the disciplinary action was imposed according to a separate college policy which the student accepted as a condition to participation in a particular course or program.
- C. Faculty members shall have the authority to take such actions as may be necessary to maintain order and proper conduct in the classroom. This is to insure the cooperation of students in the accomplishment of the objectives of the course. Disciplinary action, including dismissal from the college, may be imposed on a student for failure to abide by rules of conduct contained herein. The form of disciplinary action imposed will determine whether and under what conditions a violator may continue as a student at the college. Practices in disciplinary causes may vary in formality according to the severity of the case. The president’s designated representative in disciplinary matters, the Dean of Student Engagement has the responsibility of establishing, reviewing, and enforcing student disciplinary regulations and procedures.

4.16.1 CLINICAL DISMISSAL POLICY:

- A. Determination of clinical competence is the responsibility of the clinical faculty member who is academically and experientially qualified. Adherence to the Florida Board of Nursing Rules and Regulations, Florida Nurse Practice Act, the ANA Code of Ethics and the Professional Critical Behaviors are necessary for all nursing students to assure patient/client comfort and safety.
- B. In the appeals process, decisions regarding dismissal or readmission will be made only by RN-BSN program coordinator and/or designee. It is essential that decisions regarding appeals are determined by nurses who are academically and experientially qualified.

4.16.2 **CLINICAL APPEALS PROCESS:**

The following procedure must be followed by the student to initiate the appeals process when appealing a decision for clinical dismissal:

1. After the dismissal has occurred, the student will schedule an additional meeting with the clinical faculty member.
2. Request a meeting with the program coordinator or designee after the meeting with the student's clinical faculty member should the student desire further appeal.
3. Request a joint meeting with clinical faculty member and program coordinator or designee. The program coordinator or designee to preside: (providing an opportunity to hear both sides in considerable detail), the meeting must be held at a reasonable time and manner. The student/s is permitted to question witnesses in certain circumstances. The student may be allowed the right to counsel/advisor and the student shall speak and act on his or her own behalf.
4. The student will be notified in writing of the decision by the program coordinator or designee regarding the outcome of the appeal.
5. If additional appeals are requested by the student for due process, the student needs to refer to the GCSC Student Handbook under the "Student Academic Grievance Procedure" policy.

4.17 **READMISSION POLICY:**

Due to the nature of limited access programs, student may be ranked for readmission based on space availability. Application for readmission **must** occur within two years from the term they exited (excluding military service).

- A. Students who are **academically successful** but **withdraw** from the nursing program must apply for re-admission if they are eligible.
- B. Students dismissed because of **failing to complete designated pre- and co-requisite sequencing in ANY nursing course** must apply for re-admission.
- C. **Students may be readmitted to the program. Extenuating circumstance must be documented at the time of withdrawal and/or readmission to the nursing program to be considered extenuating. Students seeking to return to the program on the third attempt will be asked to meet directly with the Program Coordinator. Any general education or pre-requisite courses that are not completed will need to be completed prior to this re-admission.**
- D. **Students Seeking Readmission Should:**
- E. Complete a **Readmission Application Form** that must be submitted and returned to their ADVISOR no later than the **END OF THE TERM THE SEMESTER BEFORE** the student desires program readmission.
 - i. Make an appointment with their advisor, as soon as possible, for discussion and for development of an academic plan.
 1. Student must have a cumulative GPA of 2.0 or higher to be considered for re-admission.
 2. Students who **fail to submit** the Readmission Application Form in the appropriate time frame will not be considered for readmission.
 3. Students **will not** be considered for readmission to the RN-BSN program until the following semester.
 4. Faculty members review each application that meets the readmission criteria.
 5. Students will be notified of the readmission decision by letter.
 6. When students are re-admitted, they **MUST** meet the graduation and curriculum requirements (as designated in the college catalog) of the new class they are joining.

4.18 ADVANCED PLACEMENT/ COURSE SUBSTITUTION POLICY

In the event that a course substitution is requested for a Bachelor's level Nursing course, the course must be substantially equivalent to the required course. The student must provide a syllabus from the course to the BSN Program Coordinator, who will complete a departmental External Credit Evaluation form to assure the courses are sufficiently equivalent. Courses that meet criteria will be referred to Admissions for addition to the student's transcript. The student is required to complete at least 30 of the last 36 hours of the degree program at GCSC.

General education courses from other schools may also be substituted with the recommendation of the Program Coordinator and approval of the Nursing Division Chair.

4.19 ACADEMIC INTEGRITY POLICY

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment and therefore will not be tolerated. "Cheating" includes but is not limited to use of any unauthorized assistance in completing course work. **"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT.** Turnitin has software embedded that will automatically check for plagiarism and the use of AI generated work. Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or zero) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the program or the college.

4.20 COMMUNICATION POLICY

Communication is a requirement of this course. Therefore, students should have the ability to access Canvas and participate in the course activities.

Email should be checked on a regular basis for class and assignment information. Check Canvas several times per week in order to stay informed about the course and to foster excellent communication between all students and the instructor in the course. Faculty will respond to emails or phone calls within 24-48 hours on Monday-Friday. Emails received on Saturday or Sunday will be answered on Monday.

4.21 CONFIDENTIALITY

All discussions, both face to face and online, and any information related to public or private institutions should be kept in strict confidence. Students should not share sensitive information with any other agency or persons beyond the course faculty/students.

4.22 FACULTY ROLE IN ELECTRONIC DISCUSSIONS

Faculty will regularly monitor all class online activity and will join the online discussion only if there is a significant divergence from the assignment.

4.23 WRITTEN WORK

Faculty will regularly monitor all class online activity and will join the online discussion only if there is a significant divergence from the assignment.

4.24 SCOLARLY WRITING STATEMENT

Students are expected to use proper APA formatting for all written assignments when indicated or appropriate. Please review how to complete citations, references, headings, pagination, and overall formatting. A percentage of the grade on each written assignment will be allocated to the proper use of APA.

Effective oral and written communication skills are imperative to the student's success in this class. Students are expected to compile and synthesize a large volume of information and to effectively organize and create documents that meet professional standards for a Bachelor's prepared Registered Nurses.

Faculty will provide coaching and assistance to support advancement of writing skills and success on written assignments. This includes providing feedback regarding the sufficiency of content, organization and coherence of writing (i.e., maintaining a chain of logic that is evident throughout the paper), writing mechanics (including spelling, punctuation, capitalization, grammar, syntax, and sentence structure), and application of APA guidelines.

4.25 STATEMENT OF ENGAGED LEARNING

Engaged learning is an approach to teaching and learning in which students are responsible for developing the skills, attitudes, and knowledge necessary for success in life. The role of the faculty is to empower students to achieve these outcomes. The engaged learning method of teaching encourages learners to conduct meaningful inquiry, reflect, think critically, and develop learning strategies for dealing with real-world challenges. Engaged learning may take place in a variety of settings using approaches varying in complexity and tailored to diverse learning styles.

Specific knowledge, skills, attitudes, habits, and behaviors are pre-requisite to student success in this course. These include, but are not limited to the ability to demonstrate: responsibility, autonomy, and independence in the learning process; capacity for effective problem solving in a professional and constructive manner; effective time-management; effective oral and written communication skills; computer and technology skills; and, the capacity to create the right study environment to minimize distractions and provide opportunities for focus and reflection.

4.26 COMPETENCY-BASED EDUCATION

The Gulf Coast State College RN to BSN Program employs competency-based education that addresses the competencies delineated in the AACN Essentials and assesses student achievement of those competencies.

5.0 DIVISION OF NURSING POLICIES

5.00.1 FINGERPRINTING AND BACKGROUND CHECKS: Criminal Background Checks

Gulf Coast State College (GCSC) students that are granted conditional acceptance into a Nursing program must receive a satisfactory criminal background check prior to final acceptance into the program. As part of the student's provisional acceptance into the Gulf Coast State College Bachelor of Science in Nursing program, an acceptable background check (including Level II fingerprinting) and drug screening must be completed. Fingerprinting is conducted at the North Bay campus and monitoring is maintained through PreCheck/Sentry MD.

Please access the website at www.mystudentcheck.com and type "Gulf Coast State College" in the program field. Select the student's program from the "Program" dropdown menu. Select **Drug Screen and Immunization Tracking** then click "Start Application". Please have the student's personal identifying information available for security purposes. The student may want to consider using the student's personal e-mail address as the student will be able to access the student's account after graduation and throughout the student's professional career. If the student is being re-admitted to the student's program, please consult with the BSN Coordinator to arrange an ala carte purchase option via PreCheck/Sentry MD.

All fees for the services will be paid by the individual student-applicant during the ordering process. Payment options for the service are to be arranged directly with PreCheck/Sentry MD.

IF THE APPLICANT/STUDENT COMMITS A FELONY OR MISDEMEANOR AFTER THE APPLICATION TO THE PROGRAM HAS BEEN SUBMITTED OR AT ANY TIME DURING THE PROGRAM, THE APPLICANT/STUDENT MUST IMMEDIATELY NOTIFY THE PROGRAM COORDINATOR AND THE FLORIDA BOARD OF NURSING.

Please read the following information carefully: Any student who has been found guilty of, regardless of adjudication, or entered a plea of nolo contendere, or guilty to, any offense under the provision of 456.0635 (see below) may be **disqualified** from admission to any Nursing program. In addition to these specific convictions, there are other crimes which may disqualify applicants from entering into the Nursing programs and/or clinical rotations. The statute listed below can also be found online:

[http://www.leg.state.fl.us/Statutes/index.cfm?](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0456/Sections/0456.0635.html)

[App_mode=Display_Statute&Search_String=&URL=0400-0499/0456/Sections/0456.0635.html](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0400-0499/0456/Sections/0456.0635.html)

456.0635 Health care fraud; disqualification for license, certificate, or registration. —

- 1) Health care fraud in the practice of a health care profession is prohibited.
- 2) Each board within the jurisdiction of the department, or the department if there is no board, shall refuse to admit a candidate to any examination and refuse to issue a license, certificate, or registration to any applicant if the candidate or applicant or any principal, officer, agent, managing employee, or affiliated person of the applicant:

- a) Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under chapter 409, chapter 817, or chapter 893, or a similar felony offense committed in another state or jurisdiction, unless the candidate or applicant has successfully completed a drug court program for that felony and provides proof that the plea has been withdrawn or the charges have been dismissed. Any such conviction or plea shall exclude the applicant or candidate from licensure, examination, certification, or registration unless the sentence and any subsequent period of probation for such conviction or plea ended:
 1. For felonies of the first or second degree, more than 15 years before the date of application.
 2. For felonies of the third degree, more than 10 years before the date of application, except for felonies of the third degree under s. 893.13(6)(a).
 3. For felonies of the third degree under s. 893.13(6)(a), more than 5 years before the date of application;
- b) Has been convicted of, or entered a plea of guilty or nolo contendere to, regardless of adjudication, a felony under 21 U.S.C. ss. 801-970, or 42 U.S.C. ss. 1395-1396, unless the sentence and any subsequent period of probation for such conviction or plea ended more than 15 years before the date of the application;
- c) Has been terminated for cause from the Florida Medicaid program pursuant to s. 409.913, unless the candidate or applicant has been in good standing with the Florida Medicaid program for the most recent 5 years;
- d) Has been terminated for cause, pursuant to the appeals procedures established by the state, from any other state Medicaid program, unless the candidate or applicant has been in good standing with a state Medicaid program for the most recent 5 years and the termination occurred at least 20 years before the date of the application; or
- e) Is currently listed on the United States Department of Health and Human Services Office of Inspector General's List of Excluded Individuals and Entities.
- f) While enrolled in Gulf Coast State College Nursing Program/s, the student is also responsible for notifying the appropriate coordinator in the Nursing division of any arrests, regardless of adjudication, that occur after acceptance and during enrollment in that program.
- g) **FAILURE TO PROMPTLY NOTIFY THE RN-BSN COORDINATOR SHALL BE GROUNDS FOR DISMISSAL FROM THE NURSING PROGRAM ENROLLED.** After admission into the program, the student must continue to remain free of convictions or if convicted and plead nolo contendere; the student may be subject to dismissal from the Nursing program enrolled.

5.1 IMPAIRED PRACTICE POLICY:

(See the Drug / Alcohol Policy Reasonable Suspicion Testing Form)

- A. Gulf Coast State College is a drug free and alcohol-free institution. There will be a **ZERO TOLERANCE** policy regarding students reporting to virtual meetings, lab, or clinic under the influence of alcohol or drugs. Students under the supervision of medical care and taking prescribed drugs must immediately identify themselves to the faculty supervising the class, lab, or clinical assignments. Prescribed medications must not induce an unsafe mental or physical state, or impair the student's ability to meet the course requirements, act with safety, and perform competently or to demonstrate appropriate conduct when in class, lab, or clinical settings.
- B. Situations that could indicate that the student is under the influence include, but are not limited to: odor of ethanol, slurred speech, disturbed gait, problems with balance, and questionable or inappropriate behavior. (See Reasonable Suspicion/Drug testing Form). If suspected of being under the influence, the faculty member responsible for the class, lab, or clinical session will evaluate the circumstances and take appropriate action.
- C. In the event that a student is suspected or found to be under the influence of drugs or alcohol, the student will be immediately dismissed from the class/lab or clinical assignment pending further review.
- D. If the faculty member determines that a drug test is indicated, the student will at their expense, be required to undergo a Urine Test within 2 Hours of the Dismissal. The student must agree to release the results of said test to the Nursing Division Chair or the Program Coordinator. **Failure to agree to an immediate drug test within 2 hours, failure to obtain the test within the 2 hours, or refusal to release test results will result in immediate dismissal from the RN-BSN Program.**

- E. In the event that a student is suspected or found to be under the influence of any of the above, the student may be immediately dismissed from the class, lab, or clinical assignment pending further review.
- F. In the event a student is suspected or found to be under the influence in any of the above settings, the student will be expected to seek an alternative method of transportation to return home. **The college assumes no responsibility for assisting the student in leaving the above sites or returning home.** Security will be called if necessary to assist the student with leaving.
- G. In the event that the test results are negative, the student must meet with the college faculty member and the program coordinator to assess the need for remediation or counseling. The decision to return the student to clinical will be based upon the recommendation of the clinical faculty member. Any missed days will be **unexcused** and subject to the make-up policies of the individual course or program. Failure to attend counseling sessions or to meet the remediation plan objectives within the time designated will result in immediate dismissal from the program.
- H. In the event that the test results are positive, the student will be immediately dismissed from the program with a failing grade.

5.2 Drug / Alcohol Reasonable Suspicion Testing Form

See next page.

Division of Nursing
Drug / Alcohol Policy
Reasonable Suspicion / Testing Form

Reasonable suspicion testing will be based on observations concerning the student's appearance, behavior, speech or body odor.

Name of Student _____ Date _____

Location _____

Observer _____ Date Observed _____ Time _____

Second Observer (if available) _____

Setting: _____ Clinical _____ Classroom _____ Campus Lab

Put a check mark by the behavior observed:

Appearance: Confused/Disoriented _____ Hair/Clothing _____ Disheveled/Unkempt _____ Wearing sunglasses _____ Other: _____

Movement: Difficulty Walking _____ Difficulty grasping/holding objects _____ Difficulty sitting down/standing _____ Other: _____

Motor Skills: Trembling/Shaking _____ Restless/Agitated _____ Slow or exaggerated moves _____ Inattentive/Drowsy _____ Other: _____

Odor on Breath/Body/Clothing: Alcohol _____ Marijuana _____ Just used mouthwash/mints/gum/etc. _____

Facial Appearance: Red/Flushed _____ Sweaty _____ Puffy _____ Pale _____ Runny nose/Sores on nostrils _____ Other: _____

Eyes: Red/Watery _____ Pupils Large/Small _____ Inability to focus _____ Gaze is glassy/blank/horizontal _____

Speech: Loud _____ Profane _____ Threatening/Hostile _____ Slow/Slurred _____ Rambling _____ Incoherent _____

Actions/Performance: Inappropriate responses to questions _____ improper job performance/Insubordination _____

Other Comments:

Based on the above, I have determined that reasonable suspicion exists to send

_____ to designated site,

_____ for Drug/Alcohol urine, blood and/or Breathalyzer test.

Signature: _____ Date: _____ Time: _____ Phone #:

Signature: _____ Date: _____ Time: _____ Phone #:

5.3 **NURSING DIVISION POLICY STATEMENT ON INFECTION CONTROL:**

- A. When one elects to become a health care provider, one does so with the understanding that all types of patients will need health services and should be administered to in a spirit of love, concern, and compassion. All people have a right to quality health care and to the provision of that care by people who hold no discriminatory attitudes towards certain people or illnesses. One should consider these conditions when making the decision to become a health care provider.
- B. Recognizing that the health care field is subject to certain risks, the student has a right to assistance by responsible faculty in becoming prepared to care for a high-risk patient. It is also the students' responsibility to be prepared and to accept individual responsibility for protecting themselves and clients under their care. Additionally, and after consultation with the supervising faculty, students have the option to refuse situations or clients that they feel are a risk to themselves, either through exposure to the patient or if they feel unprepared to care properly for a patient.
- C. During the course of their education, the faculty will provide students with the instructions and with written policies on infection control within each department. **Attendance at scheduled HIV/AIDS class is mandatory as per Florida Board of Nursing guidelines.** A student is expected to follow current guidelines for universal precautions recommended by the Center for Disease Control (CDC) when providing direct care in a clinical setting. Supervising faculty will also evaluate each student for clinical competency and knowledge in the management of high-risk patients to ensure that a student is able to perform procedures correctly. If the evaluation indicates that a student needs more training or assistance, the faculty will provide this. Students will be continually monitored during clinical assignments and the faculty will serve as supervisors and resource personnel. **To meet OSHA requirements, students must attend orientation and receive in-service on blood borne pathogens.** The clinical agencies provide appropriate safety equipment except for protective eyewear. OSHA approved protective eyewear is available in the GCSC Bookstore as well as other vendors.
- D. **To standardize the delivery of health care to all patients and to minimize the risk of transmission of blood borne pathogens, RN-BSN students will:**
1. Be taught basic skills in isolation techniques, injections, according to CDC specifications, and handling of body fluids in the skills laboratory before actual clinical practice of these skills on a patient.
 2. Be provided classroom instruction related to treatment, modes of transmission and prevention.
 3. Receive clinical agency orientation on specific policies for blood and body fluid precautions.
 4. **Utilize the following blood and body fluid precautions consistently on all patients:**
 - a. Gloves should be worn when touching blood and body fluids, mucous membranes or non-intact skin of patients, or when touching items or surfaces soiled with blood or body fluids including performing venipuncture and other vascular access.
 - b. Hands should be washed immediately before gloving and again after removing gloves. Hands should also be washed immediately and thoroughly when contaminated with blood or body fluids.
 - c. Gloves must be changed between each patient.
 - d. Gowns or plastic aprons, masks, and protective eyewear should be worn for any procedure likely to generate airborne droplets, result in or prone to splashing of blood or body fluids.
 - e. Used needles must not be recapped, purposely bent or broken by hand, removed from disposable syringes, or manipulated by hand. Disposable needles, syringes, scalpel blades and other sharp items should be placed in puncture resistant containers for disposal (Sharps Containers).
 - f. Soiled linen should be handled as little as possible with minimum agitation. All linen should be bagged and tied closed at the location where it was used.

- g. Gloves are to be worn for post-delivery care of the umbilical cord and until all blood and amniotic fluids have been cleaned from the infant's skin.
 - h. When standard precautions are implemented on all patients, isolation/labeling of the patient's room, chart, or specimens is not required. Upon death, state law requires that a tag be affixed to the body of anyone known to have a blood born pathogen.
 - i. Specimens of blood and body fluids should be placed in a leak-proof container. When collecting the specimen, care should be taken to prevent contamination of the outside of the container. All containers (except blood tubes) should be placed in a zip-lock bag.
 - j. **Mouthpieces and resuscitation bags should be used in place of mouth-to-mouth resuscitation.**
 - k. **Any patient requiring the specially fitted HEPA Mask for care (Airborne Isolation, Specifically TB), shall not be cared for by a nursing student.**
 - l. **The student must report other alterations in health status, such as, fractures, surgery, seizure activity, or exacerbation of chronic illness / disease, to the RN-BSN program coordinator. Additional documentation of fitness for practice from a healthcare provider may be required to be submitted before the student can return to the clinical setting.**
 - m. **Pregnant students** are encouraged to inform the course faculty member.
 - n. **The Health Record (Physical Examination Form)** must be updated annually. The student is responsible for reporting any major health changes as well as maintaining and updating their nursing file with current **CPR** documentation.
 - o. Standard precautions apply to blood, body fluid, non-intact skin, and mucus membranes. These body fluids have been associated with transmission of HIV and/or HBV. **Refer to Florida Administrative Code Biomedical Waste posted in the campus nursing lab.**
5. An agency and college exposure report is to be completed if the student is exposed to communicable airborne pathogens, blood or body fluids through needle stick or cut, mucous membrane (splash to the eyes or mouth), or cutaneous (through skin which is chapped, abraded or has dermatitis) means. Initial care, follow-up and treatment will be recommended according to hospital/school guidelines. Costs associated with initial care and follow-up are the responsibility of the student. Students should inform their clinical instructor immediately of any such incidents.
6. Students need to assess their capacity to provide safe care to patients. Conditions that may impair this capacity include acute respiratory infections, open lesions or weeping dermatitis. Students should not be engaged in direct patient care until these conditions are resolved.
- a. **Hepatitis Vaccination:**
 - i. In accordance with Centers for Disease Control and Prevention (CDC) guidelines, nursing students must be immunized against Hepatitis B Virus or demonstrate proof of immunity or formally decline vaccination.
 - ii. Students who decline to be vaccinated are required to sign a formal declination waiver form.
 - b. **Adult Immunizations:**
 - i. Students are required to demonstrate proof of immunity or be immunized against other infectious diseases (CDC guidelines for adult immunizations) as part of their preparation for clinical training.

5.4 HEALTH SCIENCES DIVISION OF GULF COAST STATE COLLEGE PROTOCOL FOR NEEDLE STICK, BLOOD OR POTENTIALLY INFECTIOUS BODY FLUIDS EXPOSURE

It is the policy of the Nursing Division of Gulf Coast State College that all students who sustain a needlestick or other wound resulting in exposure to blood or bodily fluids while engaged in a college-sponsored educational program should receive prompt medical attention, including counseling, prophylactic drug treatment, and baseline and follow up laboratory values, as necessary. In accordance with this policy, the following procedures must be followed by students who have been exposed to blood / body fluids.

Please keep in mind that drug prophylaxis is time sensitive, therefore the student must immediately seek help from the appropriate supervising personnel. She/he will fill out the appropriate incident report and referral slip to expedite the process

Employee will report the incident immediately to his/her immediate supervisor,

The notified supervisor or faculty will initiate an incident report (FLORIDA COMMUNITY COLLEGE RISK MANAGEMENT CONSORTIUM, ACCIDENT – INCIDENT FORM), detailing the particulars of the incident. This form must be signed by faculty and the injured person. If the injured person declines medical treatment, this should be documented and signed by that individual. The original forms are to be turned in to the Nursing Division Administrative Assistant.

For dental incidents, a **copy** of the original form should be made to be placed in the BLOODBORNE PATHOGENS notebook that is kept in the Dental Clinic Office area.

1. Wound Care/First Aid
 - a. Express blood from puncture wound
 - b. Clean wound with soap and water
 - c. Flush mucous membranes with water or saline
2. It is strongly recommended that appropriate medical follow-up be obtained:
Faculty who incurred the needle stick or exposure and the source person will go to any Medical Facility for the appropriate tests and counseling at no charge.
Students who incur needle stick or exposure should go to a hospital emergency room (or desired medical facility) for appropriate consultation and testing (as summarized in the first paragraph). The student should present to the medical facility the insurance card which was issued by the college to all Nursing students. The medical provider will treat the patient appropriately and, according to their own policies, either expect payment from the student or then file a claim with the insurance provider.
3. Baseline blood tests should be done on the student.
4. Re-testing should occur at three intervals
 - a. 6 weeks
 - b. 12 weeks
 - c. 6 months
5. The student should be counseled and advised regarding post-exposure prophylaxis, if necessary.
6. If indicated, the student will be given a prescription or a starter pack of prophylactic drugs which are recommended in accordance with the current guidelines of the Center for Disease Control. (Pharmacies may also file a claim with the student's insurance policy for payment, or the student may have to send in their receipt for reimbursement.)
7. The student is NOT to ask the source patient to submit to blood testing. It is against Federal and State laws for the student to request permission of the source patient.

8. The facility director in charge will obtain source patient's permission for blood testing by contacting the attending physician of the source patient.
9. See information provided on Management of Persons Exposed to Blood handouts
 - a. OSHA Regulations for Management and Follow-up after Exposure to Blood
 - b. Management of Persons Exposed to Blood
 - c. Postexposure Protocol for Occupational Exposure to Bloodborne Diseases.
10. All procedures, testing and results **WILL REMAIN CONFIDENTIAL**.
11. Document counseling and/or correction, and institute any changes that might help to prevent further occurrences.

6.0 Corrective Action Form

See next page

NURSING PROGRAMS CORRECTIVE ACTION RECORD

Student Name: _____ Date: _____
Time Session Began: _____ Time Session Ended: _____ Conference Location: _____ Course: _____

Reasons for Corrective Action Conference:

- Excessive Absences Excessive Tardiness
- Unprofessional conduct exhibited: Clinical Classroom Lab
- Uniform violation/inappropriate attire Disrespectful or incivility to peers/faculty/clinical staff
- Inappropriate behavior or speech (lack of comportment)
- Unauthorized or inappropriate use of cell phone in class/clinical/lab
- Required course skills competencies not being met
- Failure to prioritize/maintain Safety of patients and/or peers
- Plagiarism/Nursing Programs Code of Conduct Violation
- Academic Deficiencies- Grades: Exam Homework Clinical
- Course objectives not being met or regulations/policies not followed: Clinical Didactic Lab
- Other Reason (list infraction here) _____

Violation of related values defining professionalism in nursing (2022 NLN Statement on Core Values in Nursing and EBP Theory of Caring) if applicable:

Caring Integrity (Professionalism, Trust, Fairness) Diversity/Inclusion
Excellence (Scholarship, Ethics)

Have there been previous Performance Improvement/Counseling Report Forms created related to this infraction/issue? Yes or No

If yes, what was the date of the previous report?

Description of deficiency/event (Include supporting documentation – if applicable):

Corrective Action Outcome Required: *(Recommendations are given to make the student aware of needed improvement and to provide an opportunity for the student to correct future actions and/or behaviors:*

- Improve the academic standing in recommended class to at least 70%
- Mandatory attendance in all classes/labs/clinicals
- Following rules/guidelines/policies (Handbook)
- Conduct improvement: professionalism/responsibility/comportment
- Referral to Success Center Student Services/Counseling
- Being on time and prepared for class/lab/clinical
- Meet course objectives as outlined in the course syllabus and/or Nursing Handbook
- Correct safety violations
- Student failure in the course Dismissal from the Nursing Program
- Other Referral to the Nursing Program Coordinator

Student Signature: _____

Date: _____

Course Faculty Signature: _____

Date: _____

Program Coord. Signature: _____

Date: _____

6.1 Responsible Use of Social Media

Social media tools, which facilitate both one-to-many communications and presumably private communications, have grown to become a significant part of how people interact via Internet. Because social media are widely used as promotional tools, personal postings on public media sites can sometimes blur the line between the individual and the institutional voice. Gulf Coast State College Nursing Programs offers guidance for students, staff, and faculty to protect both their personal reputations and the public image of the GCSC Nursing Programs. These guidelines are not intended to regulate how individuals conduct themselves in their personal social media actions and interactions.

There are substantial differences between individuals representing themselves on public social media sites, individuals representing the GCSC Nursing Programs on public social media sites, and individuals using College-hosted social media. It is clear that even a single instance of improper or ill-considered use can do long-term damage to one's reputation, have potential consequences for a successful Nursing career, and could jeopardize public trust in the Nursing profession.

Furthermore, although not intended, never forget as student, staff, or faculty, the student may always be perceived as a representative of the GCSC Nursing Programs. It is therefore in the best interest of the Nursing Programs, and all the members of the GSCS community, to provide its employees and students with a roadmap for safe, responsible use of social media.

While this document will provide more specific guidelines to help navigate particular interactions, all these spring from a set of basic principles:

1. Be respectful.
2. Assume anything the student post is public, regardless of privacy settings.
3. Assume anything the student post is permanent.

GULF COAST STATE COLLEGE NURSING PROGRAMS

Responsible Use of Social Media - Guidelines

Gulf Coast State College RN-BSN Program's students, staff and faculty are personally responsible for any content they post on Social Media platforms.

Be aware of liability The student are legally responsible for what the student post. Take care not to infringe on copyright, defame or libel others, or otherwise violate the law when posting.	Appropriate use of College logos and branding College logos and branding should only be used on pages maintained by GCSC.
---	---

<p>Respect copyright The GCSC Nursing Programs supports and respects the intellectual property rights of copyright holders. Content posted on the internet must conform to copyright law. Contact the GCSC Library for help posting copyright-compliant content.</p>	<p>Be respectful of others Keep a cool head when discussing and debating online. Be passionate on matters about which the student is passionate, but always be constructive, exercise discretion, and be respectful to those with whom the student disagree.</p>
<p>Respect confidentiality Any number of laws and policies (such as HIPAA and FERPA) may affect the confidentiality of information. Be aware of and conform to these laws, as well as broader institutional policies regarding confidentiality of information and good ethical judgment, when posting to social media sites.</p>	<p>No stalking, flaming, or bullying Abusive language, behavior, and content is not appropriate in any context. Do not insult, attack, threaten, or otherwise harass others. Remember that how a message is intended is less important than how it is perceived. If another individual indicates they find behavior threatening, cease this behavior immediately.</p>
<p>Respect privacy Do not discuss situations involving named or identifiable individuals without their consent. Do not post images, audio, or video of individuals without their consent.</p>	<p>Think before posting Privacy settings are not absolute. Anything put online can easily be shared and re-shared, and archiving systems preserve even content that has been deleted. As a result, content posted privately now may appear in search results for many years to come. Post only content the student is comfortable sharing with the general public, including current and future employers.</p>
<p>Do no harm Postings, both in content and in substance, must not harm either the college network or the social networks themselves. Do not overload these networks with content that is repetitive, promotional, or will otherwise devalue the service for the rest of the community.</p>	<p>Identify Management When a site or page provides space for the community to interact, usually through comments or other feedback systems, it is important to keep these spaces free of spam and abusive content. Postings in these spaces should be edited to ensure there are no liability issues (i.e., removing links to content that violates copyright or breaks confidentiality rules), but should not be edited because their content is disagreeable.</p>
<p>Be transparent GCSC Nursing Program’s students and employees should feel free to identify themselves as such when posting to social media sites. The association of a college email address with a social media account does not imply College endorsement of content. An individual must make it clear when they are expressing the opinions of the institution. Add a disclaimer if comments may appear to be coming from the College. Employees should be in coordination with their supervisor prior to initiating a social media account on behalf of their origination (department/college).</p>	<p>Be a valued member of the community When participating in an online community, content of postings should benefit the community as a whole. Consider the nature of the community and the expectations of its members when contributing. Do not use membership purely as a means of promoting the student or the student’s organization. Do not use the name of the GCSC Nursing Programs to endorse products, causes, political parties, or candidates.</p>

INSTRUCTIONAL USE OF SOCIAL MEDIA

A social media site can be used for instructional purposes that foster a sense of community and motivation for students. Instruction, however, should be relegated to the college supported course management system (currently CANVAS). Private instructional pages that are utilized by invitation only are preferred in order to provide a greater measure of protection for the student.

Faculty should not use their own personal social networking pages for instructional use, nor shall faculty link to their personal social networking pages from their private instructional pages.

Student content created and/or posted to fulfill course assignment using social media does not violate students' privacy rights. Posting materials submitted directly to the faculty member may be a violation of FERPA policy. It is important to exercise extreme attention to student information and err on the side of caution in these situations.

Intellectual Property

Intellectual property rights must be respected when utilizing social media networks for either personal or professional purposes. Some social networking applications stipulate that content posted on their sites becomes their property. When posting materials owned by others, an individual bears the responsibility of compliance with licensing and copyright requirements. When in doubt, one should request permission from the publisher, content creator, or owner of the materials. These same considerations should be applied to institutional materials and the student's colleagues' materials.

FERPA/HIPAA

All legal privacy laws and policies regarding student and patient records must be followed without exception.

The Family Educational Rights and Privacy Act (FERPA) ensures the privacy of "Educational records" of students. At no time should information that is considered part of the student's educational record be submitted, posted, or referenced through a social media network.

The following information should NEVER be communicated via a social networking tool:

Grades or test scores	Social security or school ID number	Disability status	Marital status
GPA	E-mail address	Academic standing	Birth date
Disciplinary actions	Attendance record/habits		Financial aid status
Time/day/location/course names of student's current classes	PIN number	Financial obligations owed	

The Health Insurance Portability and Accountability Act of 1996 (HIPAA; Pub.L. 104-191, 110 Stat. 1936, enacted August 21, 1996) that is intended to provide the portability of health records, must be adhered to at all times. This contains a Privacy Rule which establishes a provision for the use and disclosure of Protected Health Information (PHI). Under no circumstances should patient privacy be violated through the use of social media.

Representing the GCSC Nursing Programs

When acting as a GCSC Nursing Programs representative on social media networks, the student shall conduct themselves in a professional manner and follow the general guidelines outlined in this document. Use data and information that is accurate and not misleading. This is a responsibility that should not be taken lightly.

To maintain appropriate professional boundaries, one should consider separating personal and professional content online. Should there be student-faculty-patient interaction via social media platforms, appropriate boundaries and professional ethical guidelines should be maintained as they would in any other context. Should colleagues (student, faculty and/or staff) see posted content that appears unprofessional, they are responsible for bringing it to the attention of their colleague, so that he or she may take appropriate action regarding identity management.

Violations, Concerns, and Dispute Resolution

Student, staff, or faculty actions which violate responsible use of social media as outlined by the GCSC Nursing Programs are subject to complaints, program counseling, and/or grievance processes. Violations of these Social Media Guidelines may result in disciplinary action up to and including dismissal from the RN-BSN Program. In addition, failure to follow Nursing Programs policies and the terms of service of social media platforms could expose the student to personal legal liability and/or legal action from third parties.

References

University of Detroit Mercy. (2012). *University of Detroit Mercy Social Media Policy*. Used with permission obtained from Pam Zarkowski, JD, MPH - ADEA Director's Conference June 2012.

AMA Policy: Professionalism in the Use of Social Media. Retrieved 8/6/2012, from http://www.asa-assn.org/ama/pub/meeting/professionalism-social-media_print.html

Weinberg, T. (2008). *The ultimate social media etiquette handbook*. Retrieved 9/11/2012, from <http://www.technipedia.com/2008/social-media-etiquette-handbook/>