Gulf Coast State College

RN-BSN Program

Handbook for Students

2019-2020

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HEALTH SCIENCES 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 before and earned you Associate degree here. If that is the case, then I say welcome back! To those of you who are new to GCSC, welcome aboard!

The purpose of this handbook is to provide you with information about policies and activities that apply specifically to this program and supplements information provided in the GCS Student Handbook. If you need additional information or clarification, refer to the specific course syllabus, or contact your faculty advisor.

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

Sincerely,

Randy Chitwood, DNP, RN
Coordinator, RN-BSN Program/ Professor, Nursing
(850) 913-3262
rchitwood@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

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<th>ADMINISTRATION</th>
<th>EXTENSION</th>
<th>E-MAIL ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Justice, CDA, RDH, MEd</td>
<td>850-872-3828*</td>
<td><a href="mailto:ljustice@gulfcoast.edu">ljustice@gulfcoast.edu</a></td>
</tr>
<tr>
<td>Chair, Health Sciences Division</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Randy Chitwood, DNP, RN</td>
<td>913-3262*</td>
<td><a href="mailto:rchitwood@gulfcoast.edu">rchitwood@gulfcoast.edu</a></td>
</tr>
<tr>
<td>Coordinator, RN-BSN Program</td>
<td></td>
<td></td>
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<tr>
<td>Professor, Nursing</td>
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<th>FACULTY</th>
<th>EXTENSION</th>
<th>E-MAIL ADDRESSES</th>
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</thead>
<tbody>
<tr>
<td>Carol Miller, MSN, RN</td>
<td>3360</td>
<td><a href="mailto:cmiller@gulfcoast.edu">cmiller@gulfcoast.edu</a></td>
</tr>
<tr>
<td>Assistant Professor, Nursing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keri Matheus, DNP, ARNP, WHNP-BC</td>
<td>3238</td>
<td><a href="mailto:kmatheus@gulfcoast.edu">kmatheus@gulfcoast.edu</a></td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scot Kirkland, DNP, APRN, ANP-BC</td>
<td>6102</td>
<td><a href="mailto:skirkland@gulfcoast.edu">skirkland@gulfcoast.edu</a></td>
</tr>
<tr>
<td>Assistant Professor, Nursing</td>
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1.1 HEALTH SCIENCES SUPPORT STAFF:

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<th>SUPPORT STAFF</th>
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<tr>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Darby Brown, Senior Admin. Assistant</td>
<td>3827 or 850-872-3827*</td>
<td><a href="mailto:dbrown@gulfcoast.edu">dbrown@gulfcoast.edu</a></td>
</tr>
<tr>
<td>Sheree Mebane, Senior Admin. Assistant</td>
<td>3829 or 850-872-3829*</td>
<td><a href="mailto:smebane@gulfcoast.edu">smebane@gulfcoast.edu</a></td>
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1.1 ADDITIONAL INFORMATION:

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<tr>
<td>Gulf Coast State College</td>
<td>1-800-311-3685 or 850-769-1551</td>
</tr>
<tr>
<td>Health Sciences Division Fax Number</td>
<td>850-747-3246</td>
</tr>
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1.1 SELECTED GCSC SUPPORT SERVICES ALSO AVAILABLE TO ASSIST YOU:

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

*Can be dialed as a direct extension. The last four digits are the extension.
1.2 **DIVISION OF HEALTH SCIENCES MISSION STATEMENT:**

The Division of Health Sciences 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 the National League for Nurses (NLN) Education Competencies Model as the core values for our program. These include:

- Caring
- Diversity
- Ethics
- Excellence (Quality and Safety)
- Holism
- Integrity
- Patient Centeredness
1.6 Philosophy of the GCSC Nursing Department:

The philosophy of the Department 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 competent nursing practice at multiple educational levels, increasing in complexity and levels of responsibility and reflecting differentiated practice. The Department of Nursing philosophy serves as the foundation for the Licensed Practical Nurse (LPN), Associate Degree Nurse (ADN), and BSN programs.

Nursing is both an art and an applied science that is based on a unique body of knowledge derived from the biological, psychosocial and behavioral sciences. The nursing faculty supports the American Nurses Association definition of nursing as, “the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations.” (Nursing Scope and Standards of Practice, 2nd ed., 2010). 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 judgment 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. It 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, 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 (NLN, 2010) in all aspects of educational and professional endeavors:

**Caring and Diversity**

The core of nursing practice is caring, therapeutic relations with individuals, families, and communities demonstrated by: enhancing and valuing individual differences, actively seeking to understand perspectives different from our own, and creating an environment of inclusion.

**Excellence**

To promote and maintain a commitment to the highest standards in: clinical practice, quality and safe care, scholarship, and life-long learning.

**Integrity and Ethics**

To maintain the highest moral and professional standards in all areas, characterized by: trustworthiness, openness, moral and ethical decision making, accountability, honesty, collaboration, and upholding professional standards.

**Holism and Patient-Centeredness**

To recognize and value the unique and holistic functioning of individuals by: recognizing the
physical, psychosocial, social, spiritual and cultural contexts of each individual; establishing therapeutic relationships; empowering patients and families; respecting self-determination; and collaboration.

**RN-BSN PROGRAM:**

It is the aim of the RN-BSN faculty that the registered nurse (RN) generalist of the 21st century 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 STUDENT LEARNING OUTCOMES:

With the NLN Education Competencies Model as our framework, the faculty has developed the following program outcomes based on the six integrating concepts of the Competencies Model and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008):

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<tr>
<td><strong>PLO 1: Relationship-Centered Care:</strong> Implement holistic, culturally competent, individualized, patient-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 (Essential VII).</td>
</tr>
<tr>
<td><strong>PLO 2.1: Context &amp; Environment:</strong> Incorporate professional standards and utilize political, economic, organizational, educational, and advocacy strategies to improve health care delivery to individuals, groups, families, and communities (Essential V).</td>
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<td><strong>PLO 2.2: Context &amp; Environment:</strong> Collaborate with health partners in efforts to identify and eliminate health disparities among vulnerable populations as defined by race/ethnicity, socio-economic status, geography, gender, age, disability status, risk status related to sex and gender, and among other populations identified as at-risk for health disparities (Essential VI).</td>
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<tr>
<td><strong>PLO 3.1: Knowledge &amp; Science:</strong> Integrate knowledge from nursing theory, research, and the liberal arts to promote evidenced-based practices for decision making that contribute to safe and quality patient outcomes (Essentials I &amp; II).</td>
</tr>
<tr>
<td><strong>PLO 3.2: Knowledge &amp; Science:</strong> Incorporate knowledge and skills in information management and patient care technology in the delivery of quality patient care (Essential IV).</td>
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<th>MANAGER OF CARE:</th>
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<td><strong>PLO 4: Quality &amp; Safety:</strong> Demonstrate coordination and leadership/management principles incorporating system effectiveness, human, fiscal and material outcomes to achieve safe and quality health care outcomes for individuals, families, and communities (Essential II).</td>
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<tr>
<td><strong>PLO 5: Teamwork:</strong> Demonstrate effectiveness related to communication/collaboration, teaching/learning, and information management to promote effective interdisciplinary team functioning for a safe practice environment (Essential VI).</td>
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<th>MEMBER WITHIN THE PROFESSION OF NURSING:</th>
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<td><strong>PLO 6: Personal &amp; Professional Development:</strong> Demonstrate personal accountability for lifelong learning and professional development that reflects professional values, integrity, creative thinking, evolution of leadership responsibilities and scholarly inquiry (Essential VIII).</td>
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The outcomes associated with *The Essentials of Baccalaureate Education for Professional Nursing Practice* are interwoven in the curriculum framework and validated through clinical evaluation tools, learning mastery gradebooks and other instructional methods.
2.2 CONCEPTUALIZATION OF CURRICULUM (RN-BSN COURSES):

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.
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
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. Managing time and stress
6. Legal and ethical issues
7. Communication, persuasion, and negotiation
8. Motivation, team building and working with effective groups
9. The healthcare system, health policy, and health and Nursing
10. 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
11. Strategic Planning
12. Quality improvement and healthcare safety
13. Staff recruitment and retention
14. Staffing and scheduling

CLINICAL:
1. **30 hours of service learning:**
   The student will select an area of civic engagement which demonstrates a need for involvement and that the student is passionate about. 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:

1. Critical thinking, clinical judgment, and the nursing process
2. Legal aspects of nursing practice
   a. Tort law in nursing
3. Health care informatics
   a. Analyzing research
4. Genetics and Genomics
   a. Pedigree creation
   b. Identifying familial health issues
5. Ethical Dilemmas of Nursing and Healthcare
   a. Information Management: Public address announcement
6. 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.
### 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

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUN 1201</td>
<td>Principles of Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>DEP 2004</td>
<td>Developmental Psychology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 1022C</td>
<td>Foundations of Nursing Practice*</td>
<td>3</td>
</tr>
<tr>
<td>NUR 1142</td>
<td>Introduction to Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>NUR 1210C</td>
<td>Basic Care of the Adult</td>
<td>4</td>
</tr>
<tr>
<td>NUR 1213C</td>
<td>Intermediate Care of the Adult (equivalent to NUR 1281C-Gerontological Nursing &amp; NUR 1212C-Nursing Care of the Adult II)</td>
<td>10</td>
</tr>
<tr>
<td>NUR 2420C</td>
<td>Maternal-Infant Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 2310C</td>
<td>Nursing Care of the Child</td>
<td>4</td>
</tr>
<tr>
<td>NUR 2520C</td>
<td>Psychiatric Mental Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>NUR 2214C</td>
<td>Advanced Adult Care (equivalent to NUR 2241C-Nursing Care, Adult III &amp; NUR 2945C-Practicum)</td>
<td>11</td>
</tr>
</tbody>
</table>

**Prerequisite Courses** – completed with a “C” or better prior to RN-BSN program enrollment

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSC 2085</td>
<td>Human Anatomy &amp; Physiology</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1101</td>
<td>English Composition I</td>
<td>3</td>
</tr>
<tr>
<td>Humanities</td>
<td>Humanities I, II, or III</td>
<td>3</td>
</tr>
<tr>
<td>SYG 2000 or PSY 2012</td>
<td>Principles of Sociology or General Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Humanities II and III (HUM I, II, and III are required for graduation)</td>
<td>6</td>
</tr>
<tr>
<td>CHM 1032</td>
<td>General, Organic Biochemistry or higher</td>
<td>3</td>
</tr>
<tr>
<td>POS 2041</td>
<td>American National Government</td>
<td>3</td>
</tr>
<tr>
<td>STA 2023</td>
<td>Statistics</td>
<td>3</td>
</tr>
<tr>
<td>ENC 1102</td>
<td>English II</td>
<td>3</td>
</tr>
<tr>
<td>MAC 1105 or MGF 1106</td>
<td>College level math or higher</td>
<td>3</td>
</tr>
<tr>
<td>EUH 1000 or EUH 1001</td>
<td>Western Civilization I or II</td>
<td>3</td>
</tr>
</tbody>
</table>
### Fall Full Time Track

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
<th>Summer Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1-NUR 3069-Advanced Health Assessment -NUR 3925-Symposium I</td>
<td>Term 2-NUR 3119-Nursing Concepts &amp; Theories</td>
<td>XXXXXXXXXX XX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-NUR 3895-Teaching &amp; Learning -NUR 4925-Symposium II</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full Semester (FS)-NUR 3128-Pathophysiology FS-NUR 3636C-Community Health</td>
<td>FS-NUR 3167-Research FS-NUR 4827C-Leadership/Management</td>
<td>FS-NUR 4945C-Nursing Capstone Practicum</td>
</tr>
<tr>
<td>11 hours/ term</td>
<td>10 hours</td>
<td>7 hours</td>
</tr>
</tbody>
</table>

### Fall Part-Time Track

<table>
<thead>
<tr>
<th>Fall Semester-1</th>
<th>Spring Semester-2</th>
<th>Summer Semester-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-NUR 3069-Advanced Health Assessment -NUR 3925-Symposium I</td>
<td>2-NUR 3119- Nursing Concepts &amp; Theories</td>
<td>XXXXXXXXXXXXXXXX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2-NUR 3895-Teaching &amp; Learning -NUR 4925-Symposium II</td>
</tr>
<tr>
<td>4 hours</td>
<td>3 hours</td>
<td>0 hours</td>
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</table>

### Fall Semester-4 | Spring Semester-5 | Summer Semester-6
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Semester (FS)-NUR 3128-Pathophysiology FS-NUR 3636C-Community Health</td>
<td>FS- NUR 3167-Research FS-NUR 4827C-Leadership/Management</td>
<td>FS-NUR 4945C-Nursing Capstone Practicum</td>
</tr>
<tr>
<td>7 hours</td>
<td>7 hours</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
### Spring Full Time Fast Track Option

<table>
<thead>
<tr>
<th>Spring Semester</th>
<th>Summer Semester</th>
<th>Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1- NUR 3069 - Advanced Health Assessment</td>
<td>Term 2-NUR 3119- Nursing Concepts &amp; Theories - NUR 3128- Pathophysiology</td>
<td>Term 3-NUR 3128- Pathophysiology</td>
</tr>
<tr>
<td><strong>Full Semester (FS)-NUR 3636C-Community Health</strong></td>
<td>FS-NUR 4827C- Leadership/Management</td>
<td>1-NUR 4837- Healthcare Policy &amp; Economics - NUR 3895- Teaching &amp; Learning</td>
</tr>
<tr>
<td><strong>8 hours/term</strong></td>
<td>10 hours</td>
<td>8 hours</td>
</tr>
</tbody>
</table>

### Spring Part-Time Track # 1

<table>
<thead>
<tr>
<th>Spring Semester-1</th>
<th>Summer Semester-2</th>
<th>Fall Semester-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1- NUR 3069 - Advanced Health Assessment - NUR 3925- Symposium I</td>
<td>Term 2-NUR 3119- Nursing Concepts &amp; Theories - NUR 3128- Pathophysiology</td>
<td>Term 3-NUR 3128- Pathophysiology</td>
</tr>
<tr>
<td><strong>4 hours</strong></td>
<td>FS- NUR 3167-Research</td>
<td>FS-NUR 4827C-Leadership/Management</td>
</tr>
<tr>
<td>3 hours</td>
<td>2-NUR 4847- Clinical Decision Making</td>
<td>2-NUR 4847- Clinical Decision Making</td>
</tr>
<tr>
<td>7 hours</td>
<td>3-NUR 4655- Multicultural Factors &amp; Health - NUR 4925- Symposium II</td>
<td>3-NUR 4655- Multicultural Factors &amp; Health - NUR 4925- Symposium II</td>
</tr>
<tr>
<td>6 hours</td>
<td>5 hours</td>
<td>4 hours</td>
</tr>
<tr>
<td>3 hours</td>
<td>6 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Spring Semester-4</td>
<td>Summer Semester-5</td>
<td>Fall Semester-6</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Full Semester (FS)-NUR 3636C-Community Health</td>
<td>FS-NUR 4945C-Nursing Capstone Practicum</td>
<td>XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX X</td>
</tr>
<tr>
<td>4 hours</td>
<td>2 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Spring Part-Time Track #2**

<table>
<thead>
<tr>
<th>Spring Semester-1</th>
<th>Summer Semester-2</th>
<th>Fall Semester-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1-NUR 3069-Advanced Health Assessment -NUR 3925-Symposium I</td>
<td>Term 2-NUR 3119-Nursing Concepts &amp; Theories -NUR 3128-Pathophysiology</td>
<td>FS-NUR 4827C-Leadership/Management</td>
</tr>
<tr>
<td>4 hours</td>
<td>6 hours</td>
<td>3 hours</td>
</tr>
<tr>
<td>Term 3-NUR 3128-Pathophysiology</td>
<td>FS-NUR 4827C-Leadership/Management</td>
<td>1-NUR 4837-Healthcare Policy &amp; Economics -NUR 3895-Teaching &amp; Learning</td>
</tr>
<tr>
<td>4 hours</td>
<td>4 hours</td>
<td>6 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Semester-4</th>
<th>Summer Semester-5</th>
<th>Fall Semester-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Semester (FS)-NUR 3636C-Community Health</td>
<td>FS-NUR 4945C-Nursing Capstone Practicum</td>
<td>FS-NUR 4945C-Nursing Capstone Practicum</td>
</tr>
<tr>
<td>4 hours</td>
<td>3 hours</td>
<td>2 hours</td>
</tr>
</tbody>
</table>
2.4 **SIMULATION LAB PERFORMANCE:**
Selected simulated performance experiences may be conducted across the RN-BSN curriculum in the classroom or campus lab environment. Simulation is used in interprofessional exercises such as our annual mass casualty experiences. Program specific simulation is utilized in the form of table top 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 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.
      b. Increased awareness of what the instruction is to provide.
      c. Increased awareness of their performance levels.
      d. Increased accuracy of self-evaluation.

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.
   3. The evaluator will remain silent during the performance situation. The evaluator will not give non-verbal cues such as facial expressions and body movements.
   4. For process evaluation, the evaluator will remain with the student and observe all behaviors.
   5. 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 were 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:

#### 3.1 FINANCIAL AID / SCHOLARSHIPS:
The Financial Aid office is available to assist you in meeting your financial needs. Please refer to the current Gulf Coast State College Student Handbook, the Gulf Coast State College Financial Aid Handbook for additional information. There are a number of academic and/or need-based GCSC Foundation scholarships earmarked specifically for nursing students. Scholarships may also become available mid-year. **PLEASE DO NOT HESITATE TO APPLY** and check the administrative bulletin board for scholarship postings.

#### 3.2 HEALTH RECORD:
A current, complete physical examination form, indicative of a satisfactory health state, must be on file in the Health Sciences 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.** In addition, an annual TB / Mantoux skin test or documentation of allergy or being a positive tester must be submitted (the old Tine TB test is not acceptable). **Students are responsible to know when their Annual TB / Mantoux skin test has expired and to have documentation of an up to date test in the student file PRIOR TO the next expiration date.** Students with pending test results will not be allowed to attend clinic. Hepatitis B vaccination is strongly encouraged but optional. 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 Health Science 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 you pay 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accidental Medical Insurance:</td>
<td>$15,000</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Dental: Resulting from an accident</td>
<td>$1,000</td>
</tr>
<tr>
<td>Deductible</td>
<td>None</td>
</tr>
<tr>
<td>Travel with a group under the direct supervision of insured.</td>
<td>Yes</td>
</tr>
<tr>
<td>Accidental Death or Dismemberment (AD&amp;D)</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

This coverage is designed to cover the students injured as a direct result of working in the clinical setting. It is not designed to cover accidents while walking/traveling to class or sitting in a classroom. It 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 HEALTH SCIENCES 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 room. They are for the use of Health Sciences students.
2. If you have a problem with the computer equipment, notify the help desk (extension 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 (Health Sciences 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 you are finished with a piece of equipment, be sure it is turned off and unplugged.
4. Make sure the materials you have 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 see 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 the time of admission and at the beginning of 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 may progress at the discretion of the Program Coordinator. The student must have an active RN license in order 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 Health Sciences 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 Health Sciences. Complaints will be reviewed thoroughly and forwarded along with resolutions/responses to the Vice President of Student Support & Enrollment Management who will, in turn, inform the Vice President of Academic Affairs of the student complaint and recommended corrective action. If the Vice-President is in agreement 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 your 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 Health Sciences 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)/ GCSC NURSING HONOR SOCIETY:**
A. This association is a constituent of the National Student Nurse Association, [www.nsna.org](http://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.
B. GCSC Nursing Honor Society: As of spring semester, 2018, the Gulf Coast State College Nursing Honor Society has begun recruiting members in hopes of gaining formal status as a chapter of Sigma Theta Tau International (STTI) in the near future. Students are inducted twice each year based on academic achievement at the time of graduation. Contact a faculty member if you are interested in becoming a member.

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 face-to-face 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. **Schedule of Meetings:**
The faculty / students liaison committee meets once each semester after a regularly scheduled in-class meeting. All students are invited to stay for the meetings, but attendance is voluntary. Additional meetings may be called if the need arises.
D. **Record of Meeting:**
Minutes are taken at each meeting with copies posted on an administrative bulletin board. Information regarding any follow-up action and schedule of the next meeting is posted.

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 Outstanding Clinical Project Award** - This award is presented to graduates who have exemplified exceptional professionalism, innovation, and leadership skills in the clinical setting.

• **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.

• **The Boots Chitwood DeRamus Memorial Scholarship** - This is a private scholarship dedicated to the memory of our Coordinator’s mother and in honor of Mr. David Dewberry, RN who cared for Mrs. DeRamus and family in the last hours of her life. This award is designed for a nurse who is especially compassionate and embodies the role of the holistic caregiver at every opportunity. The funds are to be of assistance in applying to graduate school.

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. 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 attend classroom lecture, laboratory or clinical 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 face-to-face attendance as specified in the course syllabi. In the wake of Hurricane Michael, online conferencing is allowed for displaced students:

- 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 with the exception of the Symposia will be 10% of the course grade. For every unexcused absence a zero will be awarded the student for that particular class day. The Symposia are highly dependent upon classroom attendance; therefore every unexcused absence will result in a 25% reduction in the student’s overall grade for these classes. These classes are pass/fail but still require a 70% for a pass, therefore, the student who misses 2 Symposia is automatically assigned an “F” for that course. One excused absence will not affect the course grade in the Symposia, but adding 2 unexcused absences will drop the course grade to 50% resulting in an “F”.

**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 your responsibility to verify the effects of enrollment and/or withdrawal upon your 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 your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you 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:**

Cell phone and smartwatches (Apple, Pebble, Samsung, Sony, Tag, etc…) are not permitted during class, campus labs, clinical rotations, or in clinical areas except when being used as instructional
technology by the faculty or preceptor. This includes text messaging. Phones are not permitted in the exam setting. Cell phones or tablet use is not permitted in the clinical area unless the device is placed in “airplane mode and used for educational purposes. 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. You may contact the Health Sciences librarian, by calling (850) 769-1551 ext 3329 or emailing Wendy Dover at wdover@gulfcoast.edu. Ms. Dover is embedded in every BSN course allowing you to speak with her directly in Canvas.

4.5 PRECEPTOR SELECTION AND APPROVAL PROCESS:

- Information regarding clinical experiences will be sent to you prior to the start of each semester.
- Preceptor Approval Forms must be submitted on the first class day of the semester for administrative approval. A list of approved clinical sites and preceptors will be included in your 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
  - CURRENT PPD or TB TEST or DECLINATION WITH X-RAY RESULTS
  - 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), or the American Red Cross CPR for the Professional Rescuer.
  - 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: Not employed as the student’s supervisor at the student’s current place of employment
Not a personal friend or relative of the student

4.6.2. Preceptor selection process

Prior to the completion of the semester previous to beginning a clinical course:
   a. Each student will select a qualified preceptor for the next semester’s clinical course according to the focus of the learning for that course. (The RN-BSN Program Coordinator has 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 prior to the beginning of the semester in which the clinical course will occur.

4.6.3. Student-Faculty-Preceptor Roles and Responsibilities

**Student Roles and Responsibilities:**

a. By the end of the second week of the semester of the clinical course:
   1) Meets with their chosen preceptors to negotiate a written 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.

   2) Submits this written plan to the assigned faculty member by the end of the third week of the semester.

b. Communicates with the assigned course faculty if problems arise related to the clinical experience.

c. Is responsible for arranging a minimum of one face-to-face meeting between the student’s preceptor, the student, and the assigned faculty person.

d. 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 meeting between the student, course faculty, and preceptor and signed by both)

e. Adheres to all clinical policies 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. (Please see your course calendar for actual dates.) Your 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.**PLEASE NOTE:** A failure in clinical results in failure of the course.

**Faculty Roles and Responsibilities:**

a. Determines that all clinical requirements have been completed by the student prior to the start of clinical hours.

b. 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.

c. 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 written 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 confidentiality 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 yourself or others) and incidents (Example: medication error) must be reported on the appropriate clinical site and college forms. Your safety and the safety of your patients is our first concern. All accidents or incidents are to be immediately reported to your instructor or preceptor. It is your responsibility to report the event to the Preceptor and to immediately complete a clinical report form. If you are 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 you are injured, you may be treated by your own private physician or in the hospital emergency department. You are 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 - FCC Accident-Incident Form. The Accident-Incident and Claim Forms are available in the Health Sciences Division Senior Administrative Assistants’ office. 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. 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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Score</th>
<th>Pass / Fail Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
<td>Passing Score</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80</td>
<td>Passing Score</td>
</tr>
<tr>
<td>C</td>
<td>79 - 70</td>
<td>Minimum Passing Score</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
<td>Failing Score</td>
</tr>
<tr>
<td>F</td>
<td>59 or Below</td>
<td>Failing Score</td>
</tr>
</tbody>
</table>

A. Grades will be posted on Canvas (Refer to Course Syllabus).
B. Students who are absent for a written exam must take the exam no later than the first day they return to campus. Please refer to syllabi for additional information.
C. Alternate exams may be used for make-up testing experiences.
D. Test grading and test review policies are published in each 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. Assignments submitted more than one week late will not receive credit.
- 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 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.
C. 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.
D. Students who are academically succeeding but withdraw from the program must apply for re-admission if they are eligible. Refer to the READMISSION process.
E. 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.
F. 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.
G. 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).

H. 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.

I. If a nursing course is to be repeated, **all classroom and clinical components are repeated.**

4.14 **DISCIPLINARY ACTION POLICY:***

Disciplinary Action is a procedure that identifies a student has been assessed to be performing below the passing rate or at risk as identified in the course syllabus.

A. **Purpose:**
   1. To identify students with “at risk” or “below passing” issues for the course.
   2. To facilitate and assist the student in meeting course or clinical objectives & outcomes.
   3. Use of the disciplinary action 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 **Disciplinary Action Form** when the student has been assessed to be performing below the passing rate as identified in the course syllabus.

C. **Procedure:**
   1. The instructor will initiate a Disciplinary Action Form once that student has been assessed to be performing below the passing 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 Vice
President of Student Support and Enrollment Management 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
nursing 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
   your clinical faculty member should you 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 withdraw 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:
   i. Complete a Readmission Application Form that must be submitted and returned to their ADVISOR no later than the END OF THE TERM FACULTY MEETING THE SEMESTER BEFORE the student desires program readmission.
   ii. 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. READINGMISSION INTO THE RN-BSN PROGRAM IS NOT GUARANTEED. Students are reminded that space in the nursing program is limited.
      5. Students will be notified of the readmission decision by letter.

F. 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 Health Science Division Chair.

5.0 Division of Health Sciences Policies

5.00.1 FINGERPRINTING AND BACKGROUND CHECKS:

Criminal Background Checks

Gulf Coast State College (GCSC) students that are granted conditional acceptance into a Health Sciences program must receive a satisfactory criminal background check prior to final acceptance into the program. As part of your 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 complete. Gulf Coast State College utilizes CastleBranch Corporation for this service, as well as tracking compliance with immunizations and other program requirements.

Please access the website at gulfcoast.castlebranch.com to create your secure "myCB" account. You will be directed to select your program and corresponding package. Please have your personal identifying information available for security purposes, and be advised that the e-mail address you provide will become your Username. You may want to consider using your personal e-mail address as you will be able to access your CB account after graduation and throughout your professional career. Please refer to the included CastleBranch Instructions page for specific directions. If you are being re-admitted to your program, please consult with Dr. Chitwood to arrange an a la carte purchase option via CastleBranch.

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 CastleBranch Corporation.

**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 Health Sciences program. In addition to these specific convictions, there are other crimes which may disqualify applicants from entering into the Health Sciences programs and/or clinical rotations. The statute listed below can also be found online: 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 Health Sciences Program/s, the student is also responsible for notifying the appropriate coordinator in the health sciences 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 HEALTH SCIENCES 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 health sciences 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 class, 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 Chair of Health Sciences 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 Health Sciences 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

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 DIVISION OF HEALTH SCIENCES 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 be in need of 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, Health Sciences 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 and Annual TB/Mantoux documentation. (See the administrative bulletin board for annual TB, CPR updates).

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 and demonstrate proof of immunity or formally decline vaccination.
   ii. Students who decline to be vaccinated are required to sign a formal declination waiver form.

a. 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.

b. Annual Tuberculosis Test:
   i. Students are required to receive a TB / Mantoux skin test and submit the results prior to the first clinical day of the semester on an annual (yearly) basis. TB forms are available in the Health Sciences office and contain additional information regarding those students who have tested positive for TB in the past or have an allergy. Students who fail to maintain current updates may be dismissed from the nursing program due to failure to follow Board of Nursing Requirements.

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 Health Sciences 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 you 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 (includes carbon) are to be turned in to the Health Sciences division secretary.

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 Health Sciences 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

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 Disciplinary Action Form
Gulf Coast State College
RN-BSN Program

Student Name: ____________________________________________ Date: ______________________

I. Outcome measure below acceptable course passing rating:
   a. See attached copy of Clinical Evaluation Tool

II. Description of specific behaviors:
   a. Failure to follow course and/or college policies (specify):
   b. Failure to meet course requirements (specify):
   c. Failure to adhere to the Student Code of Conduct
   d. Other:

III. Goal(s) student must achieve (circle appropriate response):
   a. Course objective/outcome measure: Student must demonstrate satisfactory passing rating of the
      identified course objective and/or outcome measure ____________________________________________
         By Date __________________
   b. Specific goal: Student will ________________________________________________________
      By Date _____________________________________________________________________
   c. Not applicable if final clinical rating below acceptable course passing rating.

IV. Condition(s) student must achieve (circle appropriate response):
   a. Meet RN-BSN Program Coordinator by (date)______________________________________
   b. Provide documentation of medical release to return to clinical area.
   c. Utilize Success Center for assistance with ____________________________________
      By Date ______________________________________________________________________
   d. Other (specify):
   e. Not applicable if final clinical rating below acceptable course passing rating.

V. Recommendations for failure to meet required goal(s) and/or conditions:

VI. Attach additional supporting documentation/information (if applicable):

Course: ________________________________________________________________

Form Completed By: _______________________________ Date: ______________

Witness(s) Signature: _______________________________ Date: ______________

Student Signature (Acknowledge Receipt of this Form): _______________ Date: __
6.1: GULF COAST STATE
COLLEGE HEALTH SCIENCES
PROGRAMS

Introduction

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 Health Sciences Programs offers guidance for students, staff, and faculty to protect both their personal reputations and the public image of the GCSC Health Sciences 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 Health Sciences 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 Health Sciences career, and could jeopardize public trust in the Health Sciences profession.

Furthermore, although not intended, never forget as student, staff, or faculty, you may always be perceived as a representative of the GCSC Health Sciences Programs. It is therefore in the best interest of the Health Sciences 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 you post is public, regardless of privacy settings.
3. Assume anything you post is permanent.

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 your 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:

<table>
<thead>
<tr>
<th>Grades or test scores</th>
<th>Social security or school ID number</th>
<th>Disability status</th>
<th>Marital status</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>E-mail address</td>
<td>Academic standing</td>
<td>Birth date</td>
</tr>
<tr>
<td>Disciplinary actions</td>
<td>Attendance record/habits</td>
<td>Telephone number</td>
<td>Financial aid status</td>
</tr>
<tr>
<td>Time/day/location/course names of student’s current classes</td>
<td>PIN number</td>
<td>Financial obligations owed</td>
<td></td>
</tr>
</tbody>
</table>

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 though the use of social media.
GULF COAST STATE COLLEGE
HEALTH SCIENCES PROGRAMS

Responsible Use of Social Media - Guidelines

Gulf Coast State College Health Sciences Program’s students, staff and faculty are personally responsible for any content they post on Social Media platforms.

<table>
<thead>
<tr>
<th>Be aware of liability</th>
<th>Be respectful of others</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are legally responsible for what you post. Take care not to infringe on copyright, defame or libel others, or otherwise violate the law when posting.</td>
<td>Keep a cool head when discussing and debating online. Be passionate on matters about which you are passionate, but always be constructive, exercise discretion, and be respectful to those with whom you disagree.</td>
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<tr>
<th>Respect copyright</th>
<th>No stalking, flaming, or bullying</th>
</tr>
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<tr>
<td>The GCSC Health Sciences 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.</td>
<td>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.</td>
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<th>Respect confidentiality</th>
<th>Think before posting</th>
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<tr>
<td>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.</td>
<td>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 you are comfortable sharing with the general public, including current and future employers.</td>
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<th>Respect privacy</th>
<th>Identify Management</th>
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<tr>
<td>Do not discuss situations involving named or identifiable individuals without their consent. Do not post images, audio, or video of individuals without their consent.</td>
<td>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.</td>
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<th>Do no harm</th>
<th>Be a valued member of the community</th>
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<td>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.</td>
<td>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 yourself or your organization. Do not use the name of the GCSC Health Sciences Programs to endorse products, causes, political parties, or candidates.</td>
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| Be transparent | |
|----------------||
| GCSC Health Sciences 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). | |
Representing the GSCS Health Sciences Programs

When acting as a GCSC Health Sciences Programs representative on social media networks, conduct yourself 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 Health Sciences 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 Health Sciences Program. In addition, failure to follow Health Sciences Programs policies and the terms of service of social media platforms could expose you 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 Zarkwoski, JD, MPH - ADEA Director’s Conference June 2012.
