

**BACHELOR OF SCIENCE DEGREE IN NURSING (BSN)**

# Student Handbook

2016-17



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## WELCOME STUDENTS

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Congratulations on your decision and dedication to furthering your academic career at South Florida State College (SFSC). The nursing faculty, staff, and administration are committed to your successful transition as an active professional within your community. In order to assist your adjustment into the role as an RN to BSN Nursing Student we have prepared this *BSN Student Handbook* to use as a reference throughout the program. This handbook is a supplement specific to the Nursing Department policies and procedures and all students should also bookmark the URL of the current *College Catalog* and *SFSC Nursing Education Handbook* for general information and policies related to the Student Code of Conduct and violations thereof, and Student Rights and Responsibilities. The *SFSC BSN Student Handbook* is an addendum to the *College Catalog*. Content in any of the official College handbooks is subject to change at any time without prior notice. It is our hope that the information in this handbook will enable you to successfully navigate the RN to BSN Program.

The Nursing Department also reserves the right to change, without notice, any statement in this handbook concerning, but not limited to, rules, policies, fees, curricula, and courses. Such changes shall be effective whenever determined by the appropriate faculty and administrative bodies; they may govern both old and new students. In addition, nothing in this handbook constitutes, is intended to constitute, or should be construed as creating a contract between a student and the Nursing Department or SFSC.

South Florida State College does not discriminate on the basis of race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, or genetic information. The College subscribes fully to all federal and state legislation and regulations regarding discrimination.

## ACCREDITATION STATEMENT

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South Florida State College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award the associate and baccalaureate degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of SFSC.

South Florida State College's Pre-licensure Nursing Programs are approved by the Florida Board of Nursing.

South Florida State College's Associate in Nursing (ADN) degree program and Baccalaureate Nursing Program (RN to BSN) is accredited by the Accreditation Commission for Education in Nursing (ACEN).



3343 Peachtree Road NE, Suite 850 • Atlanta, GA 30326  
Phone: 404-975-5000 • Fax 404-975-5020 • [www.acenursing.org](http://www.acenursing.org)

## FACULTY AND STAFF

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Our faculty and staff welcome you to the program and wish you success in your endeavors. Contact information for program faculty and preferred route of communication will be documented on individual course syllabi.

### Department Contact Information:

Director, Nursing Education  
Michele D. Heston, PhD, RN, CNE  
863-784-7227  
Michele.Heston@southflorida.edu  
HSC121

Staff Assistant, Nursing  
Mrs. Denise Morales  
863-784-7225  
Denise.Morales@southflorida.edu  
HSC122

## **ACADEMIC CALENDAR**

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Please see the Academic Calendar posted on the College website for important dates and deadlines. Link: [http://southflorida.edu/\\_documents/2014-2015academiccalendar.pdf](http://southflorida.edu/_documents/2014-2015academiccalendar.pdf)

## **SOUTH FLORIDA STATE COLLEGE MISSION STATEMENT**

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South Florida State College is an open-access, higher education institution dedicated to providing a learning-centered environment through quality programs, training, and services. Working in partnerships with organizations and communities, the college provides leadership and a comprehensive range of opportunities for the educational, cultural, and economic development of the service district.

The college assists the people of its service district (DeSoto, Hardee, and Highlands counties) regardless of economic, social, or educational background to achieve success in

- completing an associate degree in preparation for pursuing a baccalaureate or other professional degree or credential;
- completing a baccalaureate degree, associate degree, or certificate related to career and technical preparation to enter the workforce or to improve career circumstances;
- completing college preparatory programs of study including those leading to the high school diploma;
- obtaining basic skills in literacy, numeracy, and citizenship to prosper as a contributing member of society;
- gaining personal, cultural, and global awareness, appreciation, and understanding needed in a complex contemporary society;
- pursuing advanced academic preparation and credentials available through partnerships with colleges and universities; and
- participating in the social, cultural, environmental, and economic development of the communities served by the college.

We believe in the worth of each of our students and, through all of our educational programs and services, we seek to develop human potential and to create brighter futures.

## **SOUTH FLORIDA STATE COLLEGE INSTITUTIONAL CORE VALUES**

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The attributes that guide our behavior as we pursue our vision are:

- Integrity:** We encourage the free exchange of ideas in an environment that embraces honesty, fairness, personal responsibility, and ethical leadership.
- Service:** We actively seek opportunities to enhance achievement and success in our local and world communities.
- Community:** We embrace cultural diversity, inclusiveness, collaboration, mutual respect, responsive and productive partnerships, and the sharing of resources.
- Learning:** We are committed to providing opportunities for students and staff to succeed in a highly competitive environment so that they can become effective lifelong learners.
- Excellence:** We seek to provide high-quality, innovative, and flexible teaching and learning opportunities in a learning-centered environment.
- Accountability:** We value personal and institutional ownership through integrated planning and assessment of all programs.
- Responsibility:** We honor our commitments in all initiatives and leadership endeavors as well as promote environmental stewardship.



## NURSING DEPARTMENT PHILOSOPHY, VISION, MISSION, VALUES

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### NURSING PHILOSOPHY

The philosophy of the Nursing Department is consistent with the mission of SFSC “...believing in the worth of each of our students”, and our commitment to understanding the needs of others. Nursing serves society in providing compassionate, client-centered care that “promotes health, healing, and hope in response to the human condition” (NLN, 2010, p. 10). Nursing integrates concepts from the sciences and humanities into a creative art. The foundational concepts upon which the nursing curriculum is built include the following: competence, compassion, confidence, conscience, commitment, communication, and culture. The faculty provides the following statements that ground their collective work. We believe...

- In the promotion and modeling of professional standards of nursing practice
- The nurse educator role includes providing a learning environment that encourages student development, understanding, and the acquisition of compassion and nursing knowledge
- In the utilization of current research and evidence as the foundation for instruction in nursing skill development and sound clinical reasoning
- It is essential to create a dynamic learning environment that fosters student engagement civil discourse, confidence, and promotes a spirit of inquiry
- In the establishment of trust, respect and careful regard for ethical and legal standards incorporating honesty, integrity, and professionalism in all encounters
- In the importance of balancing caring behaviors with technical competence in the delivery of safe, quality nursing care
- In valuing the rich diversity of our students, faculty, and our clients within the community
- In providing nursing care to meet the unique health needs - physical, mental, emotional, social, and spiritual - of individuals, families, and communities in a holistic and culturally congruent manner
- In the importance of a continuous evaluation process to ensure the acquisition of positive learning outcomes for our students in preparation for entry into practice
- The value of dedication to lifelong learning for ourselves and our students

Shared passions for nursing and nursing education undergird the work of the SFSC nursing faculty. The development of the students, from entry to graduation, is of utmost importance to each of us. Our goal of the professional relationship formed between the faculty and student involves a sharing in the world of the client, an appropriate level of knowledge and skill, a sensitive awareness to moral and ethical issues, and a steadfastness of purpose and devotion to the needs of the other (Roach, 1987).

## NURSING VISION

Transforming lives by empowering individuals to maximize their potential as competent and compassionate healthcare practitioners.

## NURSING MISSION

The mission of the SFSC Nursing Department is to prepare students to become competent, compassionate healthcare practitioners fostering the creation of a relationship-centered, caring environment.

## NURSING VALUES

Our values provide the framework for the context, concepts, and related program outcomes relevant to all program levels in fostering caring relationships with self, patients and families, other health professionals, and the community served.

- Competence
- Compassion
- Confidence
- Conscience
- Commitment
- Communication
- Culture

## QUALITY CARING MODEL©

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The BSN Curriculum is framed by Joanne R. Duffy's Quality Caring Model©. Dr. Duffy's model examines the link between nurse caring behaviors and patient outcomes. "The overall role of the nurse in this model is to engage in caring relationships with self and others to engender feeling 'cared for'" (Duffy, 2009, p. 199). The Quality Caring Model© specifically emphasizes the following responsibilities for professional nurses:

- Attain and continuously advance knowledge and expertise in the caring factors.
- Initiate, cultivate, and sustain caring relationships with patients and families.
- Initiate, cultivate, and sustain caring relationships with other nurses and all members of the healthcare team.
- Maintain an awareness of the patient/family point of view.
- Carry on self-caring activities, including professional development.
- Integrate caring relationships with specific evidence-based nursing interventions to positively influence health.
- Advance quality healthcare through research and continuous improvements.
- Use the expertise of caring relationships embedded in nursing, actively participating in community groups.
- Contribute to the knowledge of caring and ultimately the profession of nursing, using varied approaches of inquiry.
- Maintain an open, flexible approach.

Pedagogy refers to the art of teaching that encompasses specific methods, strategies, and instructional technologies. A caring pedagogy utilizes the caring factors to create an environment of engagement that is genuine and student centered. The SFSC faculty regard caring as one of the core values of professional nursing. Emphasis will be placed on relationships as primary and impart caring knowledge in the classroom, through teaching strategies, and evidenced as performance in clinical courses. The caring factors provide the groundwork for student-teacher relationships and create the context for learning.

## DEGREE PLAN

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The *College Catalog* contains information regarding your BSN degree plan, graduation requirements, and other important information. Follow the link below or access from the College website: [http://southflorida.edu/\\_documents/Catalog-2014-15.pdf](http://southflorida.edu/_documents/Catalog-2014-15.pdf)

## CLINICAL COURSE REQUIREMENTS

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All baccalaureate nursing students are required to complete clinical training experiences as part of their work to acquire the degree. Clinical activities or clinical learning opportunities for the BSN student will refer to experiential learning in any setting where healthcare is delivered or health is influenced that allow for and require the student to integrate practice related knowledge and skills. Students will be required to complete an assigned number of direct and indirect practice experiences. Applicable practice experience assignments and guidelines will be posted in the appropriate course syllabus. Practice experiences may include but are not limited to the following:

- Activities that support health and/or provide care to patients further defined as individuals, families, groups, communities, or populations.
  
- Practice experiences in the RN to BSN program involve a variety of activities that include direct care and indirect care experiences. Direct care refers to nursing care activities provided at the point of care to patients or working with other healthcare providers that are intended to achieve specific health goals or achieve selected health outcomes. Direct care may be provided in a wide range of settings, including acute and critical care, long term care, home health, community-based settings, and education settings. Examples of direct care experiences include provision of nursing care directly to patients, and may include:
  - Working with other providers in any setting where healthcare is delivered, including the community, to identify gaps in care and implement a quality improvement strategy.
  - Collaborating with nursing staff to implement a new procedure or nursing practice that is evidence-based.
  - Working with an inter-professional team to evaluate the outcomes of a new practice guideline and implement recommended changes.
  - Designing and implementing a coordinated, patient-centered plan of care with an interprofessional team.
  
- Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of patients. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Examples of indirect care experiences may include:

- Educating other healthcare providers regarding the safe and effective use of new technology.
  - Writing a policy and working with other stakeholders to have the policy approved by the State Board of Nursing.
  - Working with community leaders to develop a disaster/emergency preparedness plan for a specific population in a community.
  - Collaborating with the facility information technology staff to design or implement an electronic health record.
  - Working with staff to write an administrative policy that will improve communication among the units in the facility.
- Practice experiences include those completed in the students' work setting with the inclusion of specific objectives, expected outcomes and competencies, and an evaluation provided by SFSC faculty.
  - Practice experiences include the development of clinical reasoning and proficiency in performing psychomotor skills at a higher level of proficiency and may be supplemented by skills lab and/or simulation activities.
  - Practice experiences to transition the BSN student's competencies to the baccalaureate level of proficiency include organization/systems understanding, leadership development, evidence-based practice, information management and integration of technologies into practice, interprofessional collaboration and communication, clinical prevention and population health, comprehensive assessment, and quality improvement strategies.

## **RN TO BSN PROGRAM OUTCOMES**

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Upon completion of the degree requirements for the Bachelor of Science in Nursing degree, the graduate will be able to demonstrate the following when working with individuals, families, groups and communities.

### **1. Professional Nurse**

Express one's identity as a confident professional nurse through caring actions that reflect integrity and a commitment to self-awareness, advocacy, leadership, scholarship, and continuous learning.

### **2. Patient & Family**

Practice respectful, caring behaviors by actively listening, ensuring privacy, encouraging feedback, and attending to the unique physical, emotional, and affiliation needs of patients and families.

### **3. Healthcare Team**

Demonstrate relationship-centered care within interprofessional healthcare teams through fostering open communication, collaboration, innovation, mutual respect, and shared problem solving.

### **4. Community**

Integrate new knowledge and abilities, substantiated with evidence, in the provision of holistic, quality care that promotes the health and safety of diverse patients, families, and communities.

## PROGRESSION IN THE BSN PROGRAM

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Students must maintain a grade of “B” in all courses and complete required clinical hours in order to progress in the program. See the *College Catalog* for information related to repeating coursework.

The faculty of the Nursing Department reserves the right to retain only those students who satisfy the requirements of scholarship, and adhere to behaviors that conform to the Florida Nurse Practice Act. Students admitted to the program must agree to comply with the Departmental policy pertaining to background history. If at any time during the course of the RN to BSN program a student is either arrested, charged, or convicted of a criminal offense they must disclose such an event to the Dean, Health Sciences and Program Director in writing regardless of the nature or the seriousness of the offense no later than 48 hours after such an event. Failure to do so may result in dismissal from the program.



## **ATTENDANCE POLICY**

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Course attendance is monitored in both face to face and online course sections. Refer to individual course syllabi for scheduling information. Students are responsible for professional communication with BSN professors in the event an absence does occur. Excessive absences may result in dismissal from the program.

## **BSN GRADUATION REQUIREMENTS**

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The College platform for student advisement is Degree Works, which identifies and tracks all graduation requirements for each bachelor's degree at SFSC.

Students are responsible for accuracy of their Degree Works audit to ensure all graduation requirements are met, including having all college level transcripts submitted and accurately recorded (including high school transcripts for foreign language). Students are encouraged to maintain contact with an SFSC advisor throughout their program of study to ensure current and factual information pertaining to the students' course of study and graduation.

## LICENSURE AND CLINICAL REQUIREMENTS

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The RN to BSN student is responsible for keeping their Florida RN license current and active. If, at any time while in the RN to BSN program, the student has an issue with his/her RN license, he/she is required to contact the Program Director immediately. Failure to contact the Director may result in expulsion from the program. Prior to engaging in clinical practice experience students may be requested to complete the following site-specific requirements:

- ***Health Examination\****  
Students' healthcare provider must document students' abilities based on Essential Technical Standards contained in the BSN Checklist.
- ***Evidence of CPR Certification***
- ***Level II Background Check***  
Clinical facilities may limit or prohibit students with criminal histories from participating in clinical experiences.
- ***Immunization Updates and Documentation***
- ***Influenza Vaccination Verification***  
Required for clinical rotations from October through March.
- ***Drug Screening Lab Results***  
Students who fail drug screening will be excused from the program. Refusal to submit to a drug screen at any time constitutes a failure.

\*It is the student's responsibility to contact the Director if their health status changes during the program, which may require a release statement from their healthcare provider. Individuals who are pregnant must provide a letter of release from their healthcare provider noting that the student may proceed through the program with "no limitations."

## ACADEMIC INTEGRITY STATEMENT

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Academic integrity is the pursuit of scholarly activity free from fraud and deceptions and is an educational objective of this institution. Each student must adhere to the policy of honesty in academic affairs. The student will be subject to administrative and/or disciplinary penalties in acts of dishonesty, cheating, plagiarism, or failure to fulfill responsibilities in clinical and/or lab areas. Students in the SFSC Nursing Program must meet and maintain the following requirements to be retained and promoted. Cheating on assignments and tests, and/or plagiarism is unacceptable in the college community. Academic work submitted by a student is assumed to be the result of his/her own thought, research, or self-expression. Further, when a student borrows ideas, wording, or organization from another source, he/she must acknowledge that in an appropriate manner.

When a professor has determined a student has cheated or plagiarized, he/she may award the student a failing grade for the assignment or the course. In addition, the student may be subject, by the Director of Nursing, to the disciplinary procedure and disciplinary action as outlined in the policies and guidelines for the College.

Plagiarism is the use of another individual's words, phrases, sentences, or ideas (whether taken word for word, in summary form, or as a paraphrase), without giving credit to the source from which they come (without proper documentation). This also includes submitting another student's writing (original or researched) as your own. An offense of willful plagiarism or cheating (verified by the instructor) will result in a grade of "F" (0 value) and is grounds for suspension from the class with a grade of "F". All instances of plagiarism and other forms of cheating will be referred to the appropriate Department Director and the Division Dean. Research papers from one course will not be accepted in another course.

A student who shares his/her work for the purpose of cheating on class assignments or tests, has also violated the College standard relative to Academic Integrity, and is subject to the disciplinary procedures and actions as outlined above.

Students reporting the violation of the college academic honesty policy or other established standards to a nursing faculty member cannot remain anonymous. Anyone accused of academic dishonesty or violation of a standard has the right to face the accuser.

## **HIPAA STATEMENT**

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All those in healthcare must now comply with the federal regulations of The Administration Simplification Subtitle of the Health Insurance Portability & Accountability Act of 1996 (HIPAA). This Act requires that individually identifiable patient information be disclosed on a need to know basis only. Care must be taken to minimize incidental disclosures and must disclose only minimal amounts of information necessary to accomplish the task. The minimum disclosure standard, however, does not apply to requests for information by a healthcare provider for treatment purposes. For example, if one must administer a medication, you will have full access to the medical record. This is covered by the patient's consent for treatment.

In order to protect patient/client privacy, all personally identifying information must be removed from student papers, such as care plans and case studies. Information to be removed includes: the individual's name, initials, address, phone number, fax number and social security number. Student papers may not be copied for careless circulation and handling. These written documents containing private health information must be either carefully stored or shredded to prevent the circulation of confidential patient information. Confidentiality and privacy also extends to oral communications which extend beyond the need to know for treatment and/or educational purposes.

HIPAA is a Federal law. Penalties for wrongful disclosure range from fines and/or imprisonment.

## PROFESSIONAL APPEARANCE AND UNIFORM GUIDELINES

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- The personal appearance and demeanor of the Nursing students at SFSC reflect the College and the Nursing program standards and are indicative of students' pride in the profession of nursing.
- Students must appear neat and professional at all times. Students will not be permitted at community agencies, patient care areas, or observational experiences unless they are in professional attire. A student may be dismissed for inappropriate attire.
- The SFSC picture name badge will be worn and be visible at all times when the student is in clinical settings.
- Students in community agencies for clinical experiences must wear SFSC or other approved laboratory coat with name tag and proper business attire (no jeans or shorts).
- Body art, piercing, or tattoos should not be visible.
- Students are required to dress professionally when representing SFSC on any campus or at any clinical site or community agency.
- Students are required to dress appropriately for class and skills/simulation lab as directed by professors.

## **STUDENT FILES**

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Students must keep a copy of all records turned in to the Health Sciences and/or Nursing Department. Due to privacy considerations student information will be retained in a locked file and will not be returned to the student.

## TECHNOLOGY GUIDELINES AND SERVICES

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All students must have access to a computer, and be proficient in word processing, email, file transfer and literary searches. Specifically, the student must be able to:

- Access course and program material through Panther Central, D2L, and selected publishers' sites
- Use email and post assignments to course discussion forums and dropbox, complete, send, and receive assignments from faculty or other students through D2L
- Read/print email and attachments/files from students, staff, and faculty
- Use the SFSC Library online services for research and completion of course assignments
- Create and upload PowerPoint presentations
- Use appropriate software for the course/department (standard Microsoft products include MS Word, MS Excel, MS PowerPoint)
- Submit word documents in the following file formats ONLY: .doc .docx. pdf .rtf
- Use CD-ROMs when required as part of course assignments
- Use an appropriate anti-virus application to ensure the files transmitted and received are virus-free
- Navigate and evaluate web sites

A home computer with a reliable Internet connection is recommended. While many students prefer the convenience of doing their course work on their own personal computer, computer access is available on campus for students who do not own a computer.

The Electronic Learning Department assists students with any electronic learning or multimedia resource by developing and offering technology trainings and assisting with multimedia resource development, instructional design, eLearning courses and system management and quality assurance.

Electronic Learning  
Highlands Campus, Bldg. Y, Room 109  
600 West College Drive  
Avon Park, FL 33825 Phone: 863-784-7017  
Fax: 863-784-7263  
onlinehelp@southflorida.edu



## EMAIL COMMUNICATION

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Students are strongly encouraged to check their college email (Panther Central) and the News section of all courses currently enrolled in *daily* for important information regarding schedules etc. Email communication is most suitable for personal questions between the student and the instructor and his/her classmates. In all online communication, it is expected that all students will follow rules of online netiquette. See details at <http://www.albion.com/netiquette/index.html>. Being disruptive or breaking the rules of netiquette may result in revocation of access privileges. Read over your emails before you send them. Be clear enough so that people can understand you without your body language to add clarity; use proper English full sentences, and avoid texting shorthand.

Students are strongly encouraged to refer to the *College Catalog* available online at [www.southflorida.edu](http://www.southflorida.edu) for information related to policies, procedures, and available student assistance and resources. Items of importance include Smarthinking™ online tutoring, grade appeals policies, graduation requirements, advising and available counseling services.

## **SOCIAL MEDIA**

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All College faculty and staff must adhere to SFSC's Social Networking policy which can be found at [http://www.southflorida.edu/\\_documents/technology-manual.pdf](http://www.southflorida.edu/_documents/technology-manual.pdf).

The healthcare environment presents unique challenges. Program faculty, students, and staff must additionally adhere to the Social Networking Principles as outlined by the American Nurses' Association <http://www.nursingworld.org>.

Student nurses have an additional responsibility to understand the benefits and consequences of participating in social media. The National Student Nurses Association (NSNA) recommendations encompass personal and professional social media use. The NSNA's policies address the nurses' use of social media outside of the workplace, or outside of the clinical setting. It is in this context that the nurse or student nurse may face potentially serious consequences for inappropriate use of social media. Additional information is provided at [http://www.nsna.org/Portals/0/Skins/NSNA/pdf/NSNA\\_Social\\_Media\\_Recommendations.pdf](http://www.nsna.org/Portals/0/Skins/NSNA/pdf/NSNA_Social_Media_Recommendations.pdf)

NOTE: Students must abide by the privacy rights of all students and are prohibited from posting information about classmates in any social media format. Students engaging in this behavior are at risk for expulsion.

## FORMAL WRITING STYLE

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American Psychological Association (APA) 6<sup>th</sup> Edition is the formal writing style adopted by the SFSC's nursing education faculty. All written assignments are to demonstrate a professional level of scholarship by adhering to the current APA format. The APA manual contains specifications for researching, writing, documenting and formatting typewritten work. Guidelines for writing in APA style may be found in the 6<sup>th</sup> edition publication manual and at the APA internet site.

The SFSC Writing Lab in the Tutoring and Learning Center (1<sup>st</sup> floor of the Library) also has useful guides for APA style and personal assistance during posted hours. Purdue University has an excellent (free) online writing lab (OWL). Papers are to be computer generated, grammatically correct, and referenced appropriately. Students are expected to follow APA format as designated in the APA Publication Manual 6<sup>th</sup> edition, which serves as the guide for written work. Points may be deducted for work that does not follow proper format. The exact amount of points deducted will be designated in each course syllabi. Students are encouraged to seek assistance with any writing issues early in their academic studies.

South Florida State College maintains a license agreement for an online text matching service called TurnItIn. The instructor may use the TurnItIn service to determine the originality of student papers.

## MENTORING CULTURE

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The SFSC Nursing Department values the role of mentors at all levels of education and practice. Not to be confused with academic advising, an important role filled by student services staff in Building B, program faculty fill another important role in your educational journey, that of a mentor. Building upon the concepts espoused in the SFSC Associate Degree student/faculty mentoring program, developing understanding, compassion, and knowledge (The D.U.C.K. Program), the BSN Student/Faculty mentoring relationship is grounded in theory and practice. Theoretically, the Quality Caring Model© provides the backdrop for fostering the creation of a relationship-centered environment. In practice, BSN students are assigned a faculty mentor for the duration of the program and additionally are invited to seek an informal mentoring relationship with a nurse or other healthcare practitioner in a clinical setting to serve as a vital link between the two settings. Mentoring is one of the core competencies that leaders must have. Mentoring that takes place between an experienced nurse leader and a mentee will generate success for both parties and the profession of nursing.

Individual and group mentoring sessions will take place throughout the BSN program. Mentoring in nursing encompasses a guided experience, whether formal or informal, that empowers the mentor and mentee to develop personally and professionally within the auspices of a caring, collaborative, culturally competent, and respectful environment.

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**STUDENT ACKNOWLEDGMENT SIGNATURE PAGE**

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To verify that you have read and understand the SFSC BSN student handbook, sign and date below.

I have received a copy of the BSN Student Handbook and understand that I am responsible for knowing and abiding by the contents.

**Printed Name** \_\_\_\_\_

**Signature** \_\_\_\_\_

**GID#** \_\_\_\_\_

**Date** \_\_\_\_\_

Please submit original signed copy to Staff Assistant, Health Sciences in the Health and Science Education Center /HSC 133.