



**SOUTH FLORIDA
STATE COLLEGE**

RN-to-BSN STUDENT HANDBOOK

2025-2027



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ACCREDITATION STATEMENTS

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



South Florida State College's RN-to-BSN program is accredited by the Accreditation Commission for Education in Nursing (ACEN).



3390 Peachtree Road NE, Suite 1400 • Atlanta, GA 30326
Phone: 404-975-5000 • www.acenursing.org

STUDENT WELCOME

Congratulations on your decision to advance your academic and professional journey at South Florida State College (SFSC). The nursing faculty, staff, and administration are dedicated to supporting your successful transition as an engaged and contributing professional in your community.

To help you adjust to your role as an RN-to-BSN student, we have prepared this BSN Student Handbook as a resource throughout your program. This handbook serves as a supplement to the Nursing Department's policies and procedures. We recommend bookmarking and referring to the current SFSC College Catalog for general information, including the Student Code of Conduct, Student Rights and Responsibilities, and related policies. Please note that the content within any official College handbook may be updated at any time without prior notice.

We hope the information provided here will help you navigate the RN-to-BSN Program confidently and successfully.

FACULTY AND STAFF

Contact information for program faculty and preferred route of communication will be documented on individual course syllabi.

Nursing Department Contact Information:

Dean, Health Sciences

Kathleen M. Cappo, PhD, RN, CNE
HSC 129
863-784-7227
Kathleen.Cappo@southflorida.edu

Director, Nursing Education

Mary von Merveldt, EdD, MSN, APRN, CNE
HSC 121
863-784-7428
vonmervm@southflorida.edu

RN-to-BSN Program Coordinator

Rasheena Morris-James, MSN, APRN, FNP-C
Remote Office
863-272-6258
Rasheena.Morris-James@southflorida.edu

Health Sciences Specialist

Denise Morales
HSC 133
863-784-7225
Denise.Morales@southflorida.edu

Health Sciences Advisor

Danielle Nuccio
HSC 130
863-784-7027
Danielle.Nuccio@southflorida.edu

Nursing Success Coach

Kristina Wilson, ASN, RN
HSC 123
863-784-7012
Kristina.Wilson@southflorida.edu

ACADEMIC CALENDAR

Important collegewide dates can be viewed through the SFSC website at <https://www.southflorida.edu/college/calendar>. Course-specific calendars will be posted to the course content of each course in *BrightSpace by D2L®*

SOUTH FLORIDA STATE COLLEGE MISSION STATEMENT

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

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.

SFSC NURSING EDUCATION DEPARTMENT VISION, MISSION, AND VALUES

NURSING VISION

Transforming lives by empowering individuals to maximize their potential as competent and compassionate healthcare practitioners in a relationship-centered, caring environment.

NURSING MISSION

The mission of the nursing program is to **prepare students to become competent, compassionate** healthcare practitioners fostering the creation of a **relationship-centered, caring environment**.

NURSING VALUES

Our values form the foundation for the program's context, concepts, and outcomes across all levels of study. They guide us in cultivating compassionate, respectful relationships with ourselves, our patients and their families, fellow healthcare professionals, and the broader community.

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

NURSING DEPARTMENT PHILOSOPHY

The philosophy of the Nursing Education Department at South Florida State College (SFSC) reflects the College's mission, which affirms the inherent worth of every student and a commitment to understanding and meeting the needs of others. Our philosophy is grounded in the principles of **Caring Science**, which recognizes preparing compassionate, competent, and culturally responsive nurses as the moral and ethical foundation of nursing and a transformative force in health and healing.

We believe that **nursing is both a science and an art**, integrating evidence-based knowledge from the sciences and humanities with the humanistic values of compassion, empathy, and respect to develop professional nurses. Our curriculum is built upon the foundational concepts of **competence, compassion, confidence, conscience, commitment, communication, and culture**, as our end-of-program student learning outcomes, as our approach to education and practice.

As nurse educators, we are committed to:

- **Upholding professional standards** of nursing practice in alignment with national accreditation criteria, including those set forth by the **AACN Essentials, ANA Standards, QSEN Competencies, and NCLEX Category**, and other regulatory bodies.
- **Creating a dynamic, inclusive, and caring learning environment** that fosters student engagement, critical thinking, and a spirit of inquiry.
- **Integrating current research and evidence-based practice** to support the development of clinical reasoning, ethical decision-making, and safe, quality care.
- **Modeling and promoting ethical and legal standards**, professionalism, and integrity in all interactions.
- **Valuing diversity and cultural humility**, and preparing students to provide holistic, person-centered care that addresses the physical, emotional, social, and spiritual needs of individuals, families, and communities.
- **Engaging in continuous quality improvement and program evaluation**, ensuring that our curriculum and teaching practices meet or exceed accreditation standards and support positive student learning outcomes.
- **Fostering lifelong learning and professional development**, empowering nursing students to pursue entry into professional nursing practice and faculty to grow as leaders, advocates, and scholars in the nursing profession.

QUALITY CARING MODEL©

Joanne R. Duffy's Quality Caring Model © frames the BSN Curriculum. Dr. Duffy's model examines the link between nurse caring behaviors and patient outcomes. In the Quality Caring Model ©, the four major concepts are humans in relationship, relationship-centered professional encounters, feeling "cared for," and self-advancing systems. The Quality Caring Model © posits that humans, with their unique beliefs, attitudes, behaviors, physical attributes, and life experiences, are holistic in nature and relate throughout their lives to others, including their families and communities, and the larger universe. (Duffy, 2022, p. 54).

The Quality Caring Model© (Duffy, 2022) grounding SFSC's RN to BSN program specifically emphasizes the following responsibilities for professional nurses:

- Attaining and continuously advancing knowledge and expertise in the caring science.
- Initiating, cultivating, and sustaining caring relationships with patients and families, nurse colleagues, and other members of the healthcare team.
- Maintaining an awareness of the patient/family point of view.
- Participating in self-care activities, including professional development.
- Integrating caring relationships with specific evidence-based nursing interventions to positively influence health.
- Advancing quality healthcare through research and continuous improvement.
- Using the expertise of caring relationships embedded in nursing to actively participate in community groups.
- Contributing to the knowledge of caring and ultimately the profession of nursing by using varied approaches of inquiry.
- Maintaining 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 educational setting, 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.

RN TO BSN PROGRAM OUTCOMES

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. Patients and Families:

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.

CODE OF CONDUCT

Upon admission to SFSC, you fall under the jurisdiction of the College for the duration of your enrollment. As a member of the College community, you are expected to conduct yourself responsibly in all personal and social matters. You are accountable for adhering to all SFSC District Board of Trustees policies and procedures as outlined in the [SFSC College Catalog](#) and other official College publications. Violations of these regulations may result in disciplinary action, following established procedures, and may range from a formal reprimand to expulsion from the College.

ACADEMIC CIVILITY

The American Nurses Association (2015) charges all nurses with collaborating “to create a culture of respect that is free of incivility, bullying, and workplace violence” (p. 1).

Civility is defined as genuine respect for others—requiring time, presence, engagement, and a willingness to seek common ground (Clark & Carnosso, 2008). In contrast, incivility reflects disregard or insolence toward others, contributing to an atmosphere of disrespect, conflict, and stress (Emry & Holmes, 2005). In academic settings, incivility may appear as rude or discourteous speech or behaviors that disrupt the learning environment, such as chronic tardiness, side conversations, or inappropriate cell phone use (Feldman, 2001). In some cases, these behaviors may escalate to threats or acts of physical harm (Clark, 2007).

Promoting an academic environment where emerging nursing professionals can grow and succeed is a high priority. Each faculty member has the autonomy to establish expectations for their classroom, laboratory, or clinical setting. Students are encouraged to communicate directly with the instructor if questions or concerns arise in a specific course. If additional support is needed, a joint meeting with the instructor and the Nursing Success Coach is recommended. When issues persist despite these efforts, a meeting with the student, instructor, and program leader should be arranged. The purpose of this process is to foster shared understanding and uphold a civil, respectful learning environment.

Academic incivility and other disruptive behaviors may result in dismissal from the program.

ONLINE COMMUNICATION AND SOCIAL MEDIA

ONLINE COMMUNICATION

1. Students are expected to follow the communication policy included in each course syllabus.
2. In all online communication, it is expected that students will follow rules of 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.
3. Students are strongly encouraged to refer to the *SFSC College Catalog* for information related to policies, procedures, and available student assistance and resources relating to online communication.

SOCIAL MEDIA

The healthcare environment presents unique challenges related to social media use. Nurses are expected to follow the American Nurses Association's Social Networking Principles, which outline professional expectations for online conduct. Student nurses carry an additional responsibility to understand both the benefits and risks associated with social media, as these behaviors directly impact program learning outcomes. The National Student Nurses' Association (NSNA) provides guidance for personal and professional use of social media, specifically addressing online activity outside the workplace or clinical setting. In these contexts, both nurses and student nurses may face significant consequences for inappropriate social media use, including dismissal from the program, civil liability, or criminal penalties.

NOTE: Students must respect the privacy rights of their peers and are strictly prohibited from posting any information about classmates on social media. Violations of this expectation may result in expulsion from the program.

DEGREE PLAN

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: [SFSC College Catalog](#)

APPROXIMATE PROGRAM COSTS

SFSC RN-to-BSN Program Expense	Cost
Tuition	
• Florida Resident: 48 credit hours x \$91.79 per credit hour	\$4,405.92
• Non-Florida Resident: 48 credit hours x \$237.54 per credit hour	\$11,401.64
Textbooks and Testing Fees (ATI®)	\$3,481.78
SFSC Application Fee	\$15.00
SFSC Graduation Fee, Cap, and Gown	\$105.00
Lab Coat	\$30.00
Total Cost	
• Florida Resident:	\$7,902.81
• Non-Florida Resident:	\$15,033.42

CLINICAL COURSE REQUIREMENTS

All baccalaureate-nursing students are required to complete clinical 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 clinical course syllabi. 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 interprofessional 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.

PROGRESSION IN THE BSN PROGRAM

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.

FINAL GRADE POLICY:

To successfully pass a nursing course, a final grade of 80% or higher MUST be achieved. Grades will not be rounded under any circumstances; for example, a final grade of 79.5% does not meet the minimum requirement and will be considered a 79%. Please plan accordingly and monitor your progress throughout the term.

ATTENDANCE POLICY

POLICY on TIMELY SUBMISSIONS OF ASSIGNMENTS

Class Attendance

Course attendance is monitored during online course sections. Refer to individual course syllabi for scheduling information. Online class participation is an important component of the learning process. The student should access all content. Reading feedback from the instructor/faculty prior to next submission of an assignment is expected of the student. If you plan to be out of town for a conference or family event, you may submit primary post or assignments early. Lack of participation in on-line modules or units, exceeding 14 days, will be considered non-attendance and may result in dismissal from the course. Students are responsible for professional communication with BSN professors in the event an absence does occur.

Policy on Timely Submission of Assignments

Assignments have specified due dates and times; students are expected to submit assignments accordingly. Late submission will result in a point reduction of 10% per day, from the total graded points, for each 24-hour period.

Submissions greater than **seven days** late may result in a grade of zero. All assignments require the use of electronic submission via drop box or email.

*Note: Faculty will communicate exceptions and/or changes to the above policies.

BSN GRADUATION REQUIREMENTS

Students are responsible for monitoring their program progress and the accuracy of their *Academic Transcript* under their *Student Profile* found within their *Registration Tools* on *PantherCentral*. 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.

[Advanced Nursing Pathway-students/pathways-home/advanced-practice-nurse-pathway](#)

LICENSURE REQUIREMENTS

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 Coordinator immediately. Failure to contact the Coordinator may result in expulsion from the program.

ACADEMIC INTEGRITY STATEMENT

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.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Purpose

The purpose of this policy is to provide clear guidelines on the appropriate, ethical, and professional use of artificial intelligence (AI) tools by prelicensure nursing students in academic and clinical settings. This policy ensures that the use of AI supports learning, upholds academic integrity, and aligns with nursing standards of practice.

Scope

This policy applies to all students enrolled in the prelicensure nursing program, including classroom, lab, simulation, and clinical settings.

Policy Statement

Prelicensure nursing students may use AI tools (e.g., ChatGPT, Grammarly, generative image software, simulation-based AI platforms) **only** in ways that support learning and comply with academic, ethical, legal, and professional standards. The use of AI must never replace the student's own critical thinking, clinical judgment, or personal accountability in academic or clinical work.

Acceptable Use of AI

Students may use AI tools in the following ways, unless otherwise restricted by course-specific guidelines:

- Study support: Using AI to summarize textbook content, create flashcards, or quiz questions.
- Writing assistance: Using grammar and spelling checkers (e.g., Grammarly) for writing improvement (not content creation).
- Concept clarification: Asking AI for simplified explanations of complex nursing concepts, for study purposes only.
- Simulation platforms: Engaging with AI-driven clinical simulations as assigned by faculty.

Unacceptable Use of AI

The following uses are considered violations of this policy and may result in academic or professional consequences:

- Plagiarism or ghostwriting: Submitting AI-generated content as one's own original work (e.g., essays, care plans, reflective journals, discussion posts).

- Bypassing learning: Using AI to complete assignments or assessments without engaging in the learning process.
- Fabrication: Using AI to generate false or inaccurate data, references, or clinical documentation.
- Clinical decision-making: Relying on AI for patient care decisions, documentation, or communication in clinical or simulation settings.
- Confidentiality breaches: Inputting real patient data or protected health information (PHI) into AI platforms.
- Academic dishonesty: Using AI during exams, quizzes, or any assessments not explicitly permitting AI use.

HIPAA STATEMENT

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 extend 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

- 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 laboratory coat with nametag 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

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

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, Brightspace by D2L®, and selected publishers' sites
- Use email and post assignments to course discussion forums and drobox, complete, send, and receive assignments from faculty or other students through Brightspace by 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 with voice overs, uploads videos, access Zoom
- 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 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.

Panther Central is the web portal for SFSC. Please call 784-7405 or email admissions@southflorida.edu if your password is not working.

The Department of Educational Technology 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.

Educational Technology
600 West College Drive, Avon Park, FL 33825
Phone: 863-784-7017, Fax: 863-784-7263
Brightspacesupport@southflorida.edu

EMAIL COMMUNICATION

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 for information related to policies, procedures, and available student assistance and resources. Items of importance include BrainFuse™ online tutoring, grade appeals policies, graduation requirements, advising and available counseling services.

SOCIAL MEDIA

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.

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:

NSNA Social Media Guidelines

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

American Psychological Association (APA) 7th 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 7th edition publication manual and at the APA internet site.

The SFSC Writing Lab in the Tutoring and Learning Center (1st 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 7th edition, which serves as the guide for written work. Points may be deducted for work that does not follow proper format. The exact number 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.

Resources from SFSC Librarian

https://libguides.southflorida.edu/writing_resources/APA

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

MENTORING CULTURE

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. The faculty inspires RN to BSN Students to be Successful Outstanding Academics Role models (**S. O. A. R.**) the profession of nursing 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. between an experienced nurse leader and a mentee will generate success for both parties and the profession of nursing.

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