



FLORIDA COLLEGE NURSING PROGRAM

BSN Program **Student Handbook** 2025-2026

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[Nursing \(BSN\) - Florida College](#)

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TABLE OF CONTENTS

FLORIDA COLLEGE NURSING ADMINISTRATION AND FACULTY AND STAFF	6
Mission Statements	9
Honor Code	9
Guiding Principles	9
Baccalaureate Education – Bachelor of Science in Nursing (BSN)	9
Organizational Framework.....	10
Conceptual Framework.....	10
BSN Education	10
BSN Program Outcomes.....	10
Program Approval / Licensure	11
Accreditation	11
Program Specific Information	11
Program Approval / Licensure	11
Admission Policies.....	14
Undergraduate Nursing Student English as a Second Language (ESL) Proficiency Policy	14
Test Preparation and Registration TOEFL-iBT Registration:	14
Policy for Continuing Nursing Students	14
Nursing Admission Policy	15
Total Semester Hours.....	16
Curriculum.....	16
Required Courses for BSN-Seeking Students	16
Admission to the Program	16
Recommended Plan for BSN Degree	18
Academic Progression.....	19
Grading Scale and Statement on Grading.....	19
Policy for Readmission to the BSN Nursing Program.....	20
BSN Program Exit Survey / Withdrawal Procedure	20
Student Performance Evaluation	21
Testing Policies.....	21
BSN Testing Policies / Exam Policy.....	21

Testing Guidelines	21
The 2024 Florida Statutes Chapter 464: Nursing	22
Student Absence from Examinations / Tests	22
Final Grades and Time of Posting	22
Meeting with the Faculty and / or Program Chair	22
ADA Accommodation Statement and Accommodations.....	22
Classroom and Clinical Policies	23
Classroom Expectations	23
Classroom and Clinical Attendance Tardiness	24
Classroom.....	25
Excused Absence.....	25
Unexcused Absence	25
Laboratory Rules	25
Military Absence Policy for Official Military Duties and Veteran Administration Medical Appointments	26
BSN Dress Code	26
Lab Coats / Dress Code for Obtaining or Researching Assignments.....	27
Clinical Travel	28
Late Work.....	28
Student Professional Conduct.....	28
Student Legal and Ethical Requirements	29
Student / Faculty Governance	29
Student Membership in Nursing Organizations.....	30
National Student Nurses Association (NSNA) Code of Academic and Clinical Conduct	30
Communication.....	31
Letter of Recommendation Guidelines.....	33
Student Employment	33
Disciplinary Action for Professional Misconduct	34
Academic Dishonesty	34
Health Insurance Portability and Accountability Act (HIPAA) / Academic Integrity.....	34
Social Media.....	36
American Nurses Association (ANA): Six Tips for Nurses Using Social Media	36
ANA's Principles for Social Networking.....	36

6 Tips to Avoid Problems	36
References	36
Quality & Safety in Nursing Education (QSEN)	37
BSN Portfolio Requirement.....	45
Appendix A.....	46
Appendix B	47
Appendix C	48

FLORIDA COLLEGE NURSING ADMINISTRATION AND FACULTY AND STAFF

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THE BSN PROGRAM

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Mission Statements

Florida College Mission Statement

Florida College, as a private, independent liberal arts college, provides a comprehensive college experience designed to develop students spiritually, mentally, physically, and socially; to integrate into the students' lives the Bible as the revealed will of God; and to prepare students for lives of service to their Creator and to humanity.

Nursing Program Mission Statement

The mission of the Florida College nursing program is to educate nurse generalists to optimize the health and wellness of diverse communities. Students will be challenged to become reflective, responsible, caring decision-makers providing Christian leadership as professional nurses accountable for their evidence-based actions.

Honor Code

Florida College Honor Code

As a member of the Florida College Community, I will honor God with integrity in word and conduct and deal rightly and respectfully with others.

Guiding Principles

Baccalaureate Education – Bachelor of Science in Nursing (BSN)

The faculty recognizes there are diverse pathways toward the achievement of the BSN degree. The BSN faculty are committed to preparing students at the pre-licensure level. The purposes of the Florida College Baccalaureate Program in nursing are to:

- Provide a supportive learning environment to develop Christian professional nurses,
- Prepare generalist professional nurses, and
- Provide the knowledge base for graduate study in nursing.

The BSN curriculum is designed to prepare nurses to care for clients in a diverse society, recognizing clients exist within a continuum of wellness and illness. The curriculum integrates knowledge from the biological, behavioral, physical, and social sciences and liberal arts to provide a foundation for professional nursing practice. Learning experiences occur in a variety of health care settings and progress from basic to complex activities to achieve program outcomes.

Organizational Framework

The BSN program curriculum upholds the nursing profession's standards of practice, including the following:

- American Nurses Association (ANA) Nursing: Scope and Standards of Practice (4th Edition, 2021)
- American Nurses Association (ANA) Code of Ethics for Nurses (2025)
- American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education (2021)
- Quality and Safety Education for Nurses (QSEN) (2022)

Conceptual Framework

The major concepts in the conceptual framework are client, society, nursing process, leadership, and communication.

The client or recipient of care must be viewed as an individual within the context of the family, community, and culture. Clients are holistic in nature. Holism is the interrelationship of the physiological, sociological, psychological, cultural, and spiritual dimensions of the person that may affect the wellness / illness state.

Clients live within a diverse society. Inherent in society are stressors which may challenge the homeostasis of the client. Nursing education prepares graduates to care for individual clients, families, and communities in a diverse society.

Nursing education at Florida College prepares graduates to provide a caring environment and interventions that promote an optimal level of wellness for the client. This is accomplished through interventions determined and applied through the nursing process. Graduates are prepared to use a logical progression of critical thinking leading to clinical reasoning, and then clinical judgment (noticing, interpreting, responding, and reflecting).

Leadership is demonstrated by the application of the nursing roles of critical thinker, clinical reasoner, clinical decision maker, consumer advocate, and change agent working in collaboration with other healthcare providers. Graduates of the Florida College Nursing Program are prepared to demonstrate leadership through the roles of manager of care, provider of care, and member of the profession.

Nursing education prepares graduates to communicate therapeutically through caring exchanges of ideas or information. Effective communication also promotes increased continuity and quality of care through collaboration with the client and members of the healthcare team.

BSN Education

BSN Program Outcomes

The graduate will:

1. Demonstrate effective **communication** in many forms (e.g., verbal, nonverbal, written, and technological) with individuals, families, groups, communities, and members of the health care team.
2. Provide **leadership** to advance the profession to meet healthcare needs of society.
3. Provide **culturally and spiritually competent care** within the scope of nursing that meets the needs of patients from diverse cultural, racial, and ethnic backgrounds with consideration for current healthcare issues in a dynamic and global community.
4. Practice **safe, quality, patient-centered nursing care** based on best evidence incorporating knowledge from a liberal arts education.
5. Demonstrate **professional responsibility and accountability** in making ethical decisions through adherence to **professional standards** to fulfill the roles of provider of care, designer/manager/coordinator of care, and member of a profession.
6. Utilize **critical thinking, clinical reasoning, and clinical judgment** in professional nursing practice.

Program Approval / Licensure

The Florida Board of Nursing granted Florida College's Temple Terrace campus' request for approval to initiate a Professional Nursing Program on 22 December 2020. The Board granted approval status per s.464.006 and s. 464.019 F.S.

Accreditation

The Bachelor of Science in Nursing Program began at Florida College in the Fall of 2021. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved the Florida College Nursing Program June 2021. As of October 26, 2022, the baccalaureate degree program in nursing at Florida College became accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Program Specific Information

The BSN program curriculum upholds the nursing profession's standards of practice. These standards include the AACN Essentials for Nursing Education (2021), the ANA Scope and Standards of Practice, 4th ed. (2021), the ANA Code of Ethics for Nurses (2025), and Quality and Safety Education for Nurses (QSEN) competencies (2022).

Program Approval / Licensure

The Baccalaureate Nursing Program at Florida College is approved by the Florida Board of Nursing (FLBON): FLBON (<https://floridasnursing.gov>) Department of Health, Board of Nursing, 4052 Bald Cypress Way Bin C-02, Tallahassee, FL 32399-3252. Applying for licensure is discussed in NUR 4827 and NUR 4945.

Policies and procedures related to licensure vary from state to state. Students should review the

website of the Board of Nursing for the state in which they wish to be licensed for specific information.

The requirements for licensure by examination in Florida can be found in Section 464.008, F.S., and include:

- Graduation from a Florida approved, or accredited nursing education program, as defined in Section 464.003, F.S.
- Graduation from a nursing education program that is approved or recognized by the jurisdiction in which it is based and that has been issued an NCLEX code by the National Council of State Boards of Nursing (NCSBN).

Section 464.008, F.S. contains the information for licensure by examination in the state of Florida.

Admission Policies

Admission Policies

Undergraduate Nursing Student English as a Second Language (ESL) Proficiency Policy

A certain level of English proficiency is necessary for academic success in nursing as well as for patient safety. In addition to the College requirements, all applicants (international and U.S. residents) to the undergraduate nursing programs must attest to one of the following:

1. English is my first (native) language.
2. English is not my first language, but I attended four years of high school in an English-speaking country, and all courses were taught in English.
3. English is not my first language, and I did not attend four years of high school where all courses were taught in English.

Those who fall into category 3 above must take the TOEFL internet-based test (TOEFL-iBT) and obtain the following minimum scores to demonstrate proficiency in English.

- *Minimum Scores for ESL Admission to the Undergraduate Programs in Nursing* Minimum Cumulative Score of 84 combined AND Minimum Individual Scores of:
 - 24 in Speaking
 - 20 in Writing
 - 20 in Reading
 - 20 in Listening

Test Preparation and Registration TOEFL-iBT Registration:

- Complete information on the TOEFL-iBT, including free test preparation materials, testing sites, and registration is available online at <http://www.toefl.org>.
- Applicants may register for the TOEFL-iBT by internet, telephone (1-800-468-6335), or mail.
- To request official TOEFL-iBT scores to be sent to Florida College, enter **Institution Code 1482**.
- Only official score reports will be accepted. TOEFL-iBT scores are valid for two years from the test date.

Policy for Continuing Nursing Students

Nursing students for whom English is not their native language should be aware that they may not be able to complete the program of study within the described time frame. Individual advising is available and is directed toward assisting students to be successful.

Admitted ESL nursing students who have difficulty in the nursing program may be required to engage in activities including, but not limited to, participation in additional ESL speaking, reading, or writing courses, to increase the probability of their success in the program and on the certifying examinations.

Nursing Admission Policy

The following minimum requirements must be met for admission to the BSN program:

I. Students who desire to register as pre-nursing must meet the following criteria:

- A. First-year applicants must have an unweighted 3.00 GPA in high school and a 3.0 or greater on any college courses taken in high school.

II. Admission to the Program as a Junior: Full consideration for admission is assured to applications submitted by February 1 prior to the desired fall semester of entering the nursing program. All nursing applications are subject to review by the nursing admissions committee.

- A. Applicants to the nursing program must have Junior standing of at least 60 credits, not including PE credits, and a cumulative GPA of 2.7 with a 2.0 or higher cumulative GPA in all pre-requisite courses.
- B. Applicants may not earn more than two Cs in pre-requisite courses. A student may retake one pre-requisite course once to attempt to earn a higher grade.
- C. Students who have been admitted to Florida College, including pre-nursing applicants, must also complete an application to be accepted into the nursing program. Proof of the following are required for full acceptance to the Nursing program:
 - 1. Current immunizations.
 - 2. Basic life support for health care providers certification.
 - 3. Criminal history information background inquiry check.
 - 4. The Test of English as a Foreign Language internet-based test (TOEFL-iBT) is required for all non-licensed nursing applicants with English as a second language.
 - 5. Liability and malpractice insurance prior to start of clinical experiences.
 - 6. Covid immunization may be required by clinical agencies, and the program will comply with the requirements of the agencies providing clinical experiences.
- D. The nursing application must be completed by February 1 prior to the fall semester in which it is desired to enter the nursing program, including the receipt of the required letters of recommendation and transcript(s) by Florida College.

III. Transfer into the Program: Transfer students will have their transcripts evaluated by the Registrar and the Director of the Program before being considered for admission to the program.

- A. All transfer students will need to transfer in courses which adequately meet GPA and pre-requisite course standards for the program (see program requirements below). Determination of adequacy will be communicated to the candidate upon review by the nursing admissions committee.
- B. In most cases, credit for nursing courses at other schools will not transfer.

- C. If a transfer is approved, the student will take the first-year Bible sequence in their Junior year, after which the student may take any sequence of Bible coursework in their Senior year.

Total Semester Hours

Candidates must complete a minimum of 122 credit hours of major requirements and electives, excluding physical education activity courses.

Curriculum

Required Courses for BSN-Seeking Students

1. The entire curriculum consists of eight semesters of coursework (four semesters of pre-nursing coursework and four semesters of coursework following admission to the Program). Clinical hours are scheduled to meet student learning outcomes and clinical agency needs. To avoid scheduling issues, students are encouraged to complete all non-nursing courses, excluding required Bible courses, prior to entry into the nursing program. Students must progress in sequence once admitted to the program. Part-time progression is currently unavailable in the BSN program.

Admission to the Program

1. Admission to the nursing program is limited and based on selection of the most qualified applicants who meet all admission requirements. The program can be completed in four years if the student completes all prerequisite courses, is admitted to the nursing program in the Junior year, and successfully completes all nursing courses in sequence.
2. Applicants seeking admission to the baccalaureate nursing program must:
 - a. Complete admission to Florida College
 - b. Complete all designated **pre-requisite courses** (or equivalents, as judged by the Registrar and Program Director):
 - BSC 2085C Human Anatomy and Physiology I;
 - BSC 2086C Human Anatomy and Physiology II;
 - CHM 1032C Chemistry for Allied Health (pre-req is MAC 1105);
 - ENC 1101 Freshman Comp I;
 - ENC 1102 Freshman Comp II;
 - MAC 1105 College Algebra or higher level (some students may first need remedial math);
 - MCB 2000C Microbiology;
 - PSY 1012 General Psychology;
 - SPC 1608 Public Speaking;
 - STA 2023 Elementary Statistics;

- COM 2000 Introduction to Communication;
 - DEP 2004 Lifespan Psychology;
 - c. Other Required Courses
 - HUN 2201 Fundamentals of Human Nutrition (pre-req is CHM 1032);
 - PHI 3633 Introduction to Biomedical Ethics;
 - d. All core graduation requirements for Florida College (including Physical Education activity / Health & Wellness) must also be satisfied before graduation.
 - e. Attain cumulative grade point average of 2.0 or above for all college-level courses;
 - f. Attain a minimum grade of C in all required courses and a cumulative GPA of 2.7, and no more than two Cs in all pre-requisite courses.
3. Submit application to the Florida College Department of Nursing by the deadline. See [Nursing Department website](#) for detailed admission requirements, forms, and deadlines.
 4. Students may be asked to participate in a pre-admission interview and / or testing.
 5. Meet health requirements and core technical standards for nurses.

Recommended Plan for BSN Degree

RECOMMENDED PLAN FOR BSN DEGREE (124 HOURS shown)

Fall – Year One	Hours	Spring – Year One	Hours
BSC 2085C – Human Anat & Phys I	4	BSC 2086C – Human Anat & Phys II	4
ENC 1101 – Freshman Comp I	3	ENC 1102 – Freshman Comp II	3
HLP 2081 – Health and Wellness	1	MAC 1105 – College Algebra	3
PE Activity	1	SPC 1608 – Public Speaking	3
PSY 1012 – General Psychology	3	REL 1240 – Hist. & Geog.: NT	2
REL 1210 – Hist. & Geog.: OT	2	TR Daily Bible	1
TR Daily Bible	1		
Total	15	Total	16
Fall – Year Two	Hours	Spring – Year Two	Hours
DEP 2004 – Lifespan Psychology	3	CHM 1032C – Chem. for Allied Health	4
Humanities Requirement	3	LIT 2371 – OT Poetry & Wisdom	3
MCB 2000C - Microbiology	4	STA 2023 – Elementary Statistics	3
Social Science Requirement	3	MWF Daily Bible	2
MWF Daily Bible	2	TR Daily Bible	1
TR Daily Bible	1	NUR 2010 – Introduction to Nursing	(1)
		PHI 3633 Biomedical Ethics	3
Total	16	Total	16(17)
Fall – Year Three	Hours	Spring – Year Three	Hours
MWF Daily Bible	1	MWF Daily Bible	1
TR Daily Bible	1	TR Daily Bible	1
HUN 2201 - Nutrition	3	NUR 3218C – Adult Med-Surg Nurs.	4
NUR 3026C – Fund. of Nursing	5	NUR 3286 - Gerontology	2
NUR 3066L – Phys Assess/Skills Lab	3	NUR 3535C – Mental Health Nursing	4
NUR 3145 – Pharm Ther & Dos Calc	3	NUR 4165 - Conn Research to Prac.	3
Total	16	Total	15
Fall – Year Four	Hours	Spring – Year Four	Hours
MWF Daily Bible	1	REL Course	1
TR Daily Bible	1	NUR 4227C – Adv Med-Surg Nurs.	4
COM 2000 – Intro to Communication	3	NUR 4827 – Nursing Leadership	3
NUR 4467C – Mat/Fam/Ped Nursing	6	NUR 4837 – Healthcare Systems	2
NUR 4635C – Pop/Comm Health	5	NUR 4945C –Trans to Prof Practice	4
Total	16	Total	14

Pre-Nursing credit hours = 61-62; Nursing credit hours = 51 (inc. Nutrition); Other credit hours = 10

Course credit factors: 1 credit hour = 1 hour/week of didactic, 2 hours/week of lab, or 3 hours/week of clinical.

Notes:

- Updates to the recommended plan above include moving NUR 4227C (Advanced Medical-Surgical Nursing + Clinical) and NUR 4837 (Healthcare Systems) to the Fall of Year Four and moving NUR 4635C (Populations & Community Health Nursing) to the Spring of Year Four.

Academic Progression

- A grade of C or better is required in all nursing courses.
- Students must pass both the class / didactic and clinical portion of each clinical nursing course to progress in the program. If one part is not passed, both parts must be repeated. Failure of both parts of a linked course will count as one course failure.
- Clinical courses may require students to go to the hospital the evening before their actual clinical day.
- Total clinical / simulation contact hours in the program equal 900 contact hours
- Students admitted to the BSN program must complete the nursing curriculum within 4 years of the admission date. For the student to be certified to take the NCLEX-RN, the entire BSN program of study must be completed. A student unable to meet this criterion will be dismissed from the program.

Grading Scale and Statement on Grading

Grading Scale (based on percent of available points in each class):

- A = 93-100%
- B = 84-92%
- C = 77-83%
- D = 69-76%
- F = < 69%

Students are evaluated on the number of points obtained within a given course. The points are changed to a letter grade based on the number of points obtained within the class (see class syllabi for details). Combined didactic and clinical courses for a topic area (e.g., Fundamentals of Nursing) must be taken concurrently. Students must successfully pass the didactic and clinical portions of the course, or both must be repeated.

Please note: Students must achieve at least a 77% average on all objective exams within the course (unit exams and final exam) in addition to satisfactory completion of all course requirements to pass the course.

Rounding Policy: Individual assignment grades will not be rounded. At the end of the semester, the final course average will be rounded to the nearest whole number. Failure to achieve the 2.0-grade point standard in any nursing course will necessitate withdrawal from the Nursing Program. A grade of 2.0 implies minimum competency. Below 2.0 does not meet minimum competency. The student may petition the faculty for reentry to return the same semester the following year if it is the first withdrawal. The reapplication policy is explained in the Letter of Agreement. For example, a student who earns the final course average of 76.5% or above will be assigned a letter grade of C. A student who earns a final course average of 76.4% will be assigned a letter grade of D, which will require withdrawal from the Nursing Program.

Faculty may require APA format for written assignments. Resources for APA are available on the library webpage and on the student organizational sites on Canvas®; however, they are not a substitution for the APA manual required for some nursing courses.

Policy for Readmission to the BSN Nursing Program

The BSN program will accept applications of students who have been dismissed from the nursing program for academic reasons after a 1-year period or completion of a baccalaureate degree in another field. Students who are dismissed from the nursing program for academic reasons twice are not eligible for readmission.

BSN Program Exit Survey / Withdrawal Procedure

In the event of one nursing course failure, a student may repeat the failed course one time in the subsequent semester the course is offered.

To repeat the failed course, a student must contact the BSN Program Chair via Florida College email within five (5) days of the conclusion of the semester.

The email must include the student's detailed action plan for academic success.

The BSN Program Chair and the Academic Standards Committee will review the student's request. Requests will be considered for the next semester the course is scheduled to be offered and contingent upon available space.

Students seeking readmission after withdrawal must apply for readmission to the Nursing Admission Committee by February 1 (for Fall admission of same year) or by September 1 (for Spring admission of following year). Readmission is contingent upon space availability.

Returning students who are out of sequence with his / her original admission cohort (due to withdrawal or repeating a course) may enroll in selected non-clinical nursing courses and / or elective nursing courses with the permission of course faculty.

Returning students out of sequence may be required to officially audit select courses as recommended by the Academic Standards Committee with faculty input. Students who audit must follow the same attendance and other policies as students enrolled in the program for credit.

Progression each semester is contingent upon available space.

In the event of a second nursing course failure, the student will be dismissed from the nursing program.

Students who withdraw from the BSN program should complete the Exit Interview Survey, followed by an exit interview with the Nursing Department Chair.

Student Performance Evaluation

Testing Policies

Assessment Technologies Institute® (ATI)

The BSN Program utilizes ATI products (exams, case studies, practice tests, etc.) throughout the curriculum to promote student success on the NCLEX-RN. The exams include Dosages (1st semester), Fundamentals and Mental Health (2nd semester), Adult Medical-Surgical, Maternal-Newborn, and Nursing Care of Children (3rd semester), and Community Health, Pharmacology, and Exit exams (4th semester). An ATI NCLEX review is provided during the last semester of the nursing program.

Additionally, in courses having ATI Engage Series components which include practice exams and proctored predictor exams, a portion of the course grade will be attributed to student engagement with and completion of prescribed activities in the ATI platform. Refer to the ATI grading rubrics (Appendix C).

BSN Testing Policies / Exam Policy

Exams will be administered via hard copy or online. Testing format delivery may change at faculty discretion.

- A. Students who have questions about a unit exam answer should submit the question in writing, citing text pages or class notes, to the faculty within one week of the test review date.
- B. Faculty recommend that students who score less than 76.5% on any exam or who at any time in the semester drop below a 76.5% average make an appointment with faculty for an academic conference. Students should review the gradebook on Canvas® frequently.

Testing Guidelines

- A. Students should go to the restroom before the test begins as restroom breaks will be given during testing only in cases of emergency.
- B. Faculty may assign or reassign seating at any time before or during an exam. Faculty in the testing room / centers will monitor the students during exams.
- C. No books, notes, bags, extraneous clothing (including hats, sunglasses, large coats or jackets) are permitted during exams. Cell phones must be off and stored in bags away from the student. No other types of devices (such as smart glasses, smart watches or Fitbits) are permitted on or near the student during testing.
- D. No food is allowed at the student's desk during testing. Gum, hard candy, and cough drops are permissible if the use of these items is not distracting to others.
- E. Students should not leave their seat if they have a question. They may raise their hand for the instructor. Students may ask questions during the exam; however, the faculty reserves the right to

decline to directly respond to a student question. There may be occasions when students may not ask questions, and this will be included in the exam instructions.

- F. Any student who exhibits behaviors consistent with academic dishonesty may receive a grade of zero.
- G. If supplied / used, scrap paper must be labeled by the student with the student's name and turned in at the end of the exam.

The 2024 Florida Statutes Chapter 464: Nursing

Statutes & Constitution: [View Statutes](#): [Online Sunshine \(state.fl.us\)](#)

Student Absence from Examinations / Tests

Students are responsible for notifying their instructor prior to the scheduled test time if they are unable to take a scheduled unit test or final examination. A student absent from an examination or test must provide reasonable justification for the absence to take a make-up test. See specific course syllabi for make-up test criteria.

Faculty members responsible for the course will jointly decide if the justification is acceptable. A student who is absent from an examination or test and cannot provide satisfactory justification may take a make-up test, but the score will be reduced by 10% of the total possible exam points.

Individual courses may have additional deductions. Make-up examinations may consist of different test items or essay questions.

Final Grades and Time of Posting

To avoid possible disruptions of students who have finals scheduled for later during finals week, no exam grades, clinical skills performance results, or other grades will be made available to students during finals week. All final exam grades and results of skills checkoffs will be held in confidence by faculty until all students have had the opportunity to complete all final exams and testing. Grades will be posted on Canvas® by faculty between 8am-noon on Monday after finals' week. Graduating students are exempt from this policy.

Meeting with the Faculty and / or Program Chair

While any student can make an appointment to meet with the course faculty, the Program Coordinator, or the Chair of the Nursing Program about their grades and the grading process, this does not constitute a grade appeal and will not result in a change of grade after the final grade has been reviewed by the faculty member and posted on Canvas® or in J1.

ADA Accommodation Statement and Accommodations

In keeping with Florida College policy, students with specific needs who have been granted accommodations by the Academic Advising Office may use them as appropriate in their classes.

Students who intend to use accommodations must inform their professors immediately, at the beginning of each semester, so that necessary arrangements can be made. Such students should not wait until just before an exam or class assignment due date, as accommodations generally cannot be provided at the last minute. It is the personal responsibility of any student intending to use accommodations to contact each of his or her professors directly to set up individual meetings to discuss the specific details of those accommodations. The student must bring to that meeting the Letter of Accommodations he or she received from the academic Advising Office. Students who do not have accommodations, but who believe that they have a specific need requiring them, including conditions classified as disabilities, may contact the Academic Advising Office to determine whether they are eligible.

Classroom and Clinical Policies

Classroom Expectations

1. Students are expected to come to class prepared to participate, including having read the assigned readings and other pre-work. Each student is expected to be a self-motivated and active learner and to engage in collaborative learning to complete the course.
2. Students are expected to be present, punctual, and attentive for the classroom period. Appropriate classroom professionalism is expected and includes being on time and not leaving until class is dismissed.
3. Students are expected to read the assignments before coming to class and are responsible for the information presented.
4. If absence is unavoidable, it is the student's responsibility to obtain handouts, notes, and assignments. It is suggested that each student ask a peer to collect handouts if for some reason he / she must be absent.
5. Courteous, appropriate classroom behavior is expected with respect to the professional behaviors: cell phones off (unless otherwise directed by faculty), attention focused on classroom activities, listening to understand the speaker, side conversations kept to a minimum. Failure to meet the professional standards of behavior in any aspect of the course may result in a failing grade.
6. All prior learning experiences (content from courses in liberal studies, the natural and behavioral sciences, previous and concurrent nursing courses) are the basis upon which much of the course material is built. Each student is responsible and accountable for the learning achieved. All learning / experiences must be completed to successfully pass the course, regardless of point totals.
7. Student Email: The course faculty communicate with students through FC email accounts. Please check your email daily during the academic year and at least weekly during breaks and between semesters. The course faculty will not communicate with you using your personal / home email accounts.
 - a. Failure to respond in a timely manner to emails with required actions necessary for the

program may create a situation in which you would be excluded from progression in the program.

8. In the classroom, freedom of expression is encouraged, and confidentiality of student expressions is expected.
9. Beverages / Food: Beverages brought into the classrooms should be covered with a lid. Any spills will be the responsibility of the student to clean up. Students will be responsible for maintaining classroom cleanliness and condition.
10. Laptop Computers: Computers may only be used in the classroom for note taking or as directed by faculty. Students will avoid any computer activity unrelated to the class underway.
11. Audio Recording: Students may record audio of nursing classroom content. The purpose of audio recording in the classroom is to enhance student learning. To preserve patient confidentiality, recorded content is restricted to nursing student use only and may not be shared with others, nor published on social media outlets. Violation of confidentiality will result in a professional misconduct violation or dismissal from the nursing program. Faculty reserve the right to prohibit audio recording if it becomes distracting or disruptive. This policy does not apply to guest speakers, as we must first seek permission to audio record their presentations.
12. Video Recording: No student may record lectures or classroom discussions (spoken or observed - i.e., no video recording) without accommodation documentation from Access Services or permission from the faculty.
13. Lab Access:
 - a. Schedule of open lab times will be posted on the lab door. The equipment in the lab cannot be checked out overnight. If you need additional equipment, please check with the designated faculty.
 - b. Lab materials are not to be removed from the Nursing Department without the permission of an instructor.
 - c. The department chair, nursing faculty, and student representatives / ambassadors have keys to open the lab doors.
14. The faculty reserve the right to ask any student to halt behaviors that are viewed as disruptive and will ask the student to leave the classroom if the behavior continues (see the professional conduct statement).

Classroom and Clinical Attendance Tardiness

Students are expected to arrive prior to the start of class, to avoid disrupting the classroom. Students who arrive after class begins may be asked to wait until break to enter the classroom. Tardiness in arriving for class or returning from breaks, and leaving class early are disruptive to the learning of others and is not acceptable behavior. If tardy behaviors are repetitive, you will be required to discuss the problem with the Progression Committee. Consequences may include grade reduction or dismissal from the program.

Classroom

Nursing is a pre-professional program of study, and students are expected to be punctual and attentive in the classroom. When absences constitute greater than 10% of total semester class hours per course (including excused and unexcused absences), faculty will issue a professional conduct warning and initiate a mutual action plan. When absences constitute greater than 20% of total semester class hours per course (including excused and unexcused absences), faculty will issue a professional conduct violation, the student will be dismissed from the course, and a grade of “F” recorded in J1. The faculty may consider extenuating circumstances after a student provides documentation of the event that led to the absences.

Excused Absence

Students must notify their course faculty using the preferred method of contact as stated in the course syllabus PRIOR to the beginning of class, clinical, simulation, or lab for an absence to be considered excused. A student's illness or injury is an example of an event that may be considered an excused absence. Faculty may request documentation for more than one absence.

Unexcused Absence

When a student fails to notify the course faculty of the absence at least 2 hours prior to the beginning of clinical, simulation, or lab, the absence will be regarded as a “no call, no show” situation and result in an unexcused absence. In the event you are febrile, you must be afebrile (temperature less than 100 degrees F (37.8 degrees C) for 24 hours prior to the clinical experience, so notify the instructor as soon as you are aware this will be an issue. A student with one unexcused absence in a clinical, simulation, or lab will receive a clinical warning and earn zero points for any make-up assignments. This student must also attend a follow-up meeting with the course coordinator. Students with two unexcused clinical, simulation, or lab absences will be dismissed from the course and a grade of “F” recorded in J1. If extenuating circumstances prevent the student from communicating the absence, the student may petition the course faculty for a waiver of this policy. Students who seek this waiver are required to provide documentation of the nature of this serious event and their fitness to return to clinical.

- Extenuating circumstances are unforeseen accidents, deaths in the immediate family, or personal illness which requires you to be absent from class or clinical. Vacations, weddings, routine medical and / or dental appointments, studying for an exam, childcare issues, job interviews, and working at your job are not considered extenuating circumstances as these are not unforeseen events. Extenuating circumstances do not guarantee that the student will be exempted from the attendance policy.

Based on clinical agency and / or clinical faculty availability, clinical experiences may include evenings, nights, or weekends. The majority of clinicals will occur during the day shift. Clinical orientation and wrap up days may be held on alternate days and times due to facility availability. In addition, orientation may be held the week before classes officially begin.

Laboratory Rules

Clinical / Simulation / Lab: Experience is essential for student fulfillment of program and course objectives. Unexcused absences and tardiness will affect the course grade and / or continuation in the program. Tardiness may result in the student not being admitted to the clinical / simulation /

laboratory, which may be counted as an absence. Admittance to the clinical / simulation / laboratory in the event of tardiness for extenuating circumstances will be at the discretion of the clinical faculty. All clinical absences require make-up work assigned by the course faculty.

Military Absence Policy for Official Military Duties and Veteran Administration Medical Appointments

Instructors are expected to show flexibility to military and veteran students who have required absences due to military duties or Veteran Administration medical appointments. These absences are mandated and beyond the student's control. Instructors should not penalize absences of this type in any way. Accommodations and specific times to make up all missed assignments, quizzes, and tests will be given and mutually agreed upon by the instructor and student. Students are responsible for notifying faculty members of absences as far in advance as possible, when possible, and for ensuring that their absence is documented.

Absences can be verified by official orders, appointment notifications, or through the Office of Military Student Services. Students called to duty for an extended amount of time should be referred to the Military Withdrawal policy.

BSN Dress Code

ID Badge: Unless instructed otherwise, students are to wear the Florida College School of Nursing ID badge in lab, simulation, and clinicals on the front upper torso. No other ID badges, pins or buttons are allowed. A Florida College or plain retractable badge holder may be worn. Following the white coat ceremony, students may wear the pin received at the ceremony by the Gold Foundation with the gold Mobius loop symbolizing the continuous bond of trust, respect and communication that connects you to your patient when humanism is at the core of your care.

Uniform: Students are to wear the Florida College BSN uniform (black scrub top with black scrub pants / skirt) in a clinical or laboratory setting. Students may wear other shoes during the labs and simulation experiences on campus, however, shoes must still have closed toe and heel. The students are required to wear their nursing uniforms in simulation experiences. The students are required to wear their uniforms in NUR 3066C when working / learning in the labs. The uniform should not be worn at another facility or at another time where / when the student is not in a student role. Any garment worn under the scrub top must be solid white, red, or black in color. Pant length should stop at the top of the shoe. Skirts must fall at or below the knee. The uniform must be clean, without wrinkles, in good repair, and of the appropriate size. Community attire includes a red or black polo shirt, black pants / skirt, crew or knee socks, and closed-toe shoes.

Lab jacket: A red or black lab jacket may be worn with scrubs but is not required. If worn, it must have an FC BSN patch on the left sleeve, visible between the shoulder and elbow.

Shoes: Black athletic or nursing shoes with enclosed heels and toes should be worn with the uniform. The shoe should be high quality, comfortable, safe (slip resistant with good grip) with plenty of support and stability. Shoes must be clean, in good condition, and without holes. Socks must be always worn during clinical experiences.

Nails: Must be clean and no longer than ¼ inch beyond the tip of the finger. Preferably fingernails should not be visible from the palmar side of the hand. No polish of any kind or artificial nails are permitted.

Hair: During clinical, hair should be clean, neat, well-groomed, and pulled away from the face. If hair is long, it should be pinned up to prevent contamination of the patient care area. Any hair color that cannot grow naturally is not permitted. Non-decorative hair accessories (hair tie, clips) must blend with the color of the hair.

Head coverings: If head coverings are worn, they must permit the use of a stethoscope and must not interfere with clinical asepsis. The head covering must coordinate with the color of the scrubs (black) or be neutral in color.

Beards / Mustaches: Facial hair must be clean and trimmed to no more than ½ inch in length.

Tattoos: Tattoos of any size must be completely covered and not visible while visiting clinical sites.

Jewelry / Piercings: During clinical, up to two pairs of small stud earrings in each earlobe (no hoops), a ring with no or low prongs, and a wristwatch with a second hand are allowed. One small nose stud is permissible. No other jewelry may be worn on the face / head / neck / ears or visible body parts. Piercings in the tongue are considered visible.

Makeup / Perfume: During clinical, makeup should be natural tones with no extreme colors. No perfume, body spray, or smell of smoke, tobacco, or other such products is permitted in patient care areas. Avoid scented products.

Chewing gum is not permitted in patient care areas.

Personal hygiene must be maintained. If body odor or any other offensive odor is detected, the student will be sent home.

Sunglasses are not to be worn inside a clinical facility.

Lab Coats / Dress Code for Obtaining or Researching Assignments

When students wear lab coats with the Florida College Nursing logo for agency visits or when obtaining assignments at the clinical agency, women must wear professional attire including modest blouse / skirt, dresses, or casual slacks (no jeans), and closed toed shoes. Males may wear casual slacks, a collared shirt, and closed-toed shoes in good condition. The FC BSN ID badge must be visible. Proper undergarments (underwear / bra) are required and should not be visible through clothing. Clothing considered inappropriate includes, but is not limited to:

- Tight or revealing clothing;
- Leggings (unless opaque and covered by a dress or shirt extending at or below mid-thigh)
- Warm-ups or jogging suits;
- Sweatpants, sweatshirts, sweat suits;
- Any clothing with a hood (e.g., hoodies or jackets with hoods);
- Shorts;
- Skirts shorter than the knee;

- Denim;
- Hats;
- T-shirts;
- Clothing with writing / quotes;
- Tank tops or tops exposing the midriff;
- Flip-flops.

**A clinical instructor may dismiss a student from the clinical setting if the dress code is not being properly followed or for concerns of professional misconduct, which will result in a clinical warning.*

**Faculty may give explicit instructions regarding appropriate dress code. This primarily involves special events / assignments that might deviate from the standard dress code such as clinical experiences in the community.*

**Business casual attire is required when students present in class or attend professional meetings, conferences, and special events.*

Clinical Travel

The student is responsible for providing his / her own transportation and auto insurance for all class and clinical experiences.

Late Work

All coursework must be submitted by the designated due date. Each day that the assignment is late will result in a 10% reduction in the grade for the assignment.

Student Professional Conduct

The Florida College BSN Program adheres to the legal standards of competent performance as defined by the Florida Board of Nursing, the ANA Code of Ethics, and the ANA Scope and Standards of Nursing Practice.

In any profession, accountability rests with the individual. Nurses and student nurses are individually responsible for their own actions. Each nursing student is legally accountable to the level of his / her preparation and does not function or practice under the licensure of another nurse. Accountability is the quality or state of being responsible and answerable for one's decisions, actions, and behaviors.

Nurses committed to interpersonal caring hold themselves accountable for the well-being of clients entrusted to their care and are accountable to their clients and colleagues. You are legally and ethically responsible for any failure to act in a safe and prudent manner. Accountability begins with your role as a student.

Student Legal and Ethical Requirements

Nursing students must always:

1. Be prepared for clinical / fieldwork assignments.
2. Consider all client / family information as strictly confidential. Such information will only be discussed with the faculty and appropriate fieldwork partners. No audio-recording, picture taking, or video devices may be used at any time. No picture taking is allowed in healthcare settings and / or pictures placed on social media.
3. Submit reports on clients to instructors using client initials only, never the client's full name.
4. Remove the name of the client from copies of documents used in conjunction with learning activities.
5. Consult with the faculty if the student believes that circumstances regarding the client will interfere with effective care (e.g., friend, family member).
6. Always maintain a professional attitude when caring for clients.
7. Communicate any criticism of an agency, an individual, or an instructor to the Nursing Department Chair, and refrain from critical discussion outside the school or with other students.
8. Be honest at all times. A student who would cheat ultimately is cheating clients. A less than completely honest student in the fieldwork / clinical area jeopardizes client safety and is subject to termination from the BSN program.
9. Be responsible for his / her own learning and help promote an atmosphere which facilitates maximum learning for his/her classmates. A student will not obstruct the learning process of others by causing undue anxiety for any reason, including monopolizing instructor's time.
10. Always conduct self in a professional manner.
11. Be responsible for reading and familiarizing oneself with printed college and nursing department policies and procedures.
12. Attend clinical / fieldwork orientations.
13. Client / fieldwork data is not appropriate information for social networking sites.
14. A violation of these guidelines may be grounds for dismissal from the BSN program.

Student / Faculty Governance

In the FC BSN Program, as part of student governance, two nursing student representatives / ambassadors and an alternate (as needed) are elected by their classmates for each cohort. The representatives elected should be professional and able to speak in front of a group. The election of the representatives will occur prior to mid-term of the Fall semester. The committee will meet each

semester to discuss the BSN Program. Student representatives will have the opportunity to provide feedback on all areas of the program of learning. The feedback will be used, as appropriate, for program improvements and revisions.

Students are encouraged to present program issues at the BSN Program meeting or to the BSN Program Chair in writing. Concerns related to a specific course (e.g., Health Assessment or Fundamentals) should be presented to the coordinator of that course, not to the monthly faculty meeting. The presentation of the issue should include the specific topic (e.g., orientation, uniforms), suggestions for improvement (e.g., resources, projects), compliments (e.g., clinical sites which support learning), and concerns (e.g., building issues, communication).

Student Membership in Nursing Organizations

To transition from the student role into a member of the nursing profession and to develop the leadership role within the community, students in the second semester are encouraged to begin active membership in the National Student Nurses Association (NSNA) which will include membership in the Florida Association of Nursing Students (FANS).

Students in their last year of the program, who rank in the upper 35% of their class may apply to join the local chapter, **Delta Beta Chapter-at-Large of Sigma**. This organization is recognized as the International Honor Society of Nursing and serves to advance knowledge, promote learning, and foster service through nursing scholarship and leadership.

National Student Nurses Association (NSNA) Code of Academic and Clinical Conduct

Students of nursing have a responsibility to actively promote the highest level of moral and ethical principles and to embody the academic theory and clinical skills needed to continuously provide evidence-based nursing care given the resources available. Grounded in excellence, altruism, and integrity, the clinical setting presents unique challenges and responsibilities while caring for people in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an agreement to uphold the trust that society has placed in nursing while practicing as nursing students. The statements of the Code provide guidance for nursing students in the personal development of an ethical foundation for nursing practice. These moral and ethical principles are not limited to the academic or clinical environment and have relevance for the holistic professional development of all students studying to become registered nurses.

As students who are involved in the clinical and academic environments, we believe that ethical principles, in adherence with the NSNA Core Values, are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
2. Diligently maintain patient confidentiality in all respects, regardless of method or medium of communication.
3. Take appropriate action to ensure the safety of patients, self, and others.

4. Provide care for the patient in a timely, compassionate, professional, and culturally sensitive and competent manner.
5. Are truthful, timely, and accurate in all communications related to patient care.
6. Accept responsibility for our decisions and actions.
7. Promote excellence and leadership in nursing by encouraging lifelong learning, continuing education, and professional development.
8. Treat others with respect and promote an inclusive environment that values the diversity, rights, cultural practices, and spiritual beliefs of all patients and fellow healthcare professionals.
9. Collaborate with academic faculty and clinical staff to ensure the highest quality of patient care and student education.
10. Use every opportunity to improve faculty and clinical staff understanding of the nursing student's learning needs.
11. Encourage mentorship among nursing students, faculty, clinical staff, and interprofessional peers.
12. Refrain from performing skills or procedures without adequate preparation and seek supervision and assistance when necessary.
13. Refrain from any deliberate action or omission in academic or clinical settings that create unnecessary risk of injury to the patient, self, or others.
14. Assist the clinical nurse or preceptor in ensuring that adequate informed consent is obtained from patients for research participation, for certain treatments, or for invasive procedures.
15. Abstain from the use of any legal or illegal substances in academic and clinical settings that could impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairment related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

First adopted by the 2001 House of Delegates, Nashville, TN. Amended by the House of Delegates at the NSNA Annual Convention on April 7, 2017, in Dallas, TX.

Communication

Informing Students of Program Changes: Policies and procedures are communicated to students by means of the BSN Student Handbook. This handbook is revised regularly to provide current and accurate information. Each nursing student receives his / her copy of the Handbook upon entering the program. Changes in the nursing program, policies, and procedures will be communicated to students via their FC email account and / or copies describing such changes put in each student's FC mailbox within two weeks of program changes. Faculty and the Department Chair will be available to answer questions regarding any changes.

Student-Faculty Communication: Faculty have mailboxes in the mailroom of the Riverview Center. All full-time faculty will have weekly office hours and will communicate that to students via email, Canvas,

syllabi, and posted outside their office doors. Please contact your faculty if you need any assistance. Adjuncts (if applicable) will inform you of the best way to communicate with them.

Faculty will communicate with nursing students using your FC email, Canvas®, student mailboxes, or by phone (when needed). You are expected to check these communication sources daily while enrolled in courses.

Do not use texting to contact faculty except in cases where there is an urgent / emergent situation and in which forms of communication like email are unlikely to be timely (such as before a clinical).

Graduates are expected to be timely in communicating with the Program Director following graduation, especially with regard to NCLEX approval to test status and NCLEX performance (successful, unsuccessful [and in such cases, re-take preparations]).

Letter of Recommendation Guidelines

A. PURPOSE

To provide students with guidelines for requesting a letter of recommendation from a faculty member.

Please note: Faculty will gladly write letters of recommendation; however, the established criteria must be met, or your request may be declined. *Students should ask a faculty member with whom they have developed a positive rapport, who can attest to their academic and clinical (i.e., simulation, laboratory, hospital) abilities/skills.*

B. CRITERIA

1. A request for a letter of recommendation should be made a minimum of two weeks in advance of the deadline (preferably 4 weeks). The student must be in good standing in the program, which includes (but is not limited to):
 - a. Academic performance at or above 77%;
 - b. Demonstration of professional conduct.
2. You should provide the following information with your request:
 - a. Resume including recent Florida Student Nursing Association (FSNA) activities, professional meetings attended, certifications, awards, honors, achievements, service work, current overall GPA, previous employment, and up to date contact information;
 - b. Cover letter and / or academic / professional goal statement;
 - c. Description of the job or scholarship for which you are applying (including the deadline and mode of submission required).

C. FACULTY-STUDENT CONTACT

1. Please ask for letters of recommendation in person or via a polite, professionally written email. Please allow 72 hours for a response. If the faculty member has not responded within 72 hours, it is appropriate to send a follow-up email.
 - a. Faculty love to receive communication from students after a letter is written, so please let him / her know the results of the job or scholarship opportunity.

Faculty reserve the right to decline requests for writing letters of recommendation at their discretion.

Student Employment

- The School of Nursing is responsible for student performance only while in course required laboratory and / or clinical experiences under guidance of Florida College faculty members.
- Nursing students who are employed in a clinical role of any type must adhere to the regulations of the Florida Board of Nursing or other applicable State Board of Nursing.
- Student employees are the responsibility of the employer.

- **Nursing students may not wear school uniform, ID badge, or other school emblem while at their place of employment.**

Disciplinary Action for Professional Misconduct

Students in the BSN program are expected to follow the NSNA Code of Ethics, and all policies outlined in the Florida College BSN Student Handbook. Expectations for appropriate student conduct are discussed in the Policies for Student Behavior section of the student handbook. If a faculty member and the Program Chair consider a student's behavior to be in violation of these policies, a written Professional Conduct Violation will be issued. Copies of violations will be provided to the student, Program Chair, and placed in the student's file. Students in the BSN program will be required to meet with the Program Chair and Dean of Students if they receive more than one Professional Conduct Violation.

A student who receives three (3) Professional Conduct Violations will be dismissed from the nursing program. However, a student may be immediately dismissed with or without previous conduct warnings for behavior that endangers patients, staff, faculty, or peers, performing actions outside of the nursing student scope of practice, use of or impairment by drugs / alcohol during class / clinical and / or violation of state / federal laws.

Academic Dishonesty

Florida College nursing students are expected to demonstrate a high standard of academic honesty in all aspects of their work and college life. Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of Florida College. Without intellectual integrity there cannot be genuine learning. Academic dishonesty represents a direct attack on this integrity. In taking tests and examinations, completing homework, laboratory, and clinical work, authoring papers, and using information technology, students are expected to demonstrate honesty. Cheating, plagiarism, fabricating of information or citations, work of another person, or work previously used without informing the instructor, or tampering with the academic work of other students, or other forms of academic dishonesty will lead to a failing grade on the assignment and / or a failing grade in the course. The use of generative artificial intelligence (AI) for composing academic works meant to be the student's own work is included in this definition. You must not provide any assistance to other students during exams, and all exam answers must be your own. For any material or ideas obtained from other sources such as text or things you see on the web, in the library, etc., a source reference must be given. Direct quotes from any source must be identified as such. While other uses of A.I. software are allowable, the specific use of generative A.I. must be disclosed in any assignment where it is used.

In addition, faculty will notify the Dean of Students of the violation per Florida College's College Catalog and Student Handbook. Repeated occurrence of this type of behavior can result in dismissal from the program.

Course content, study notes, study guides, and other course-related materials may not be altered, shared, or reproduced on social media, or in any manner without the written consent of the faculty.

Health Insurance Portability and Accountability Act (HIPAA) / Academic Integrity

Nurses and nursing students are legally and ethically obligated to maintain confidentiality of all client

information. Information pertinent to a client's treatment and welfare is only disclosed to those directly involved in the client's care or in the presence of faculty. Willful violation and / or negligence of HIPAA rules will result in serious consequences. No photocopying or photography of client records is permitted. Students who are employees of an agency may not access the computers to gain information when in the student role. Students must abide by each clinical agency's HIPAA regulations.

Social Media

American Nurses Association (ANA): Six Tips for Nurses Using Social Media

Social networks and the internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse's career but also the nursing profession.

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers, or coworkers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

References

- American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.
- National Council of State Boards of Nursing. (2011, August). White Paper: A nurse's guide to the use of social media. Chicago.

Quality & Safety in Nursing Education (QSEN)

www.qsen.org

The quality and safety competencies are the knowledge, skills, and attitudes to continuously improve the health care systems in which nurses work. Competencies are:

• Patient-Centered Care • Teamwork and Collaboration	• Evidence-Based Practice (EBP) • Quality Improvement (QI)	• Safety • Informatics
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A. Patient-Centered Care (PCC)

Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preference, values, and needs.

Knowledge	Skills	Attitudes
Integrate understanding of multiple dimensions of patient centered care: • Patient/family/community preference, values • Coordination and integration of care • Information, communication, and education • Physical comfort and emotional support • Involvement of family and friends • Transition and continuity. Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values. Demonstrate comprehensive understanding of concepts of pain and suffering, including physiologic models of pain and comfort. Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families.	Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care. Communicate patient values, preferences and expressed needs to other members of health care team. Provide patient-centered care with sensitivity and respect for the diversity of human experience. Assess presence and extent of pain and suffering. Assess level of physical and emotional comfort. Elicit expectations of patient & family for relief of pain, discomfort, or suffering. Initiate effective treatments to relieve pain	Value seeing health care situations "through patients' eyes". Respect and encourage individual expression of patient values, preferences and expressed needs. Value the patient's expertise with own health and symptoms. Seek learning opportunities with patients who represent all aspects of human diversity. Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds. Willingly support patient-centered care for individuals and groups whose values differ from own. Recognize personally held values and beliefs about the management of pain or suffering.

Examine common barriers to active involvement of patients in their own health care process. Describe strategies to empower patients or families in all aspects of the health care process. Explore ethical and legal implications of patient-centered care. Describe the limits and boundaries of therapeutic patient-centered care. Discuss principles of effective communication. Describe basic principles of consensus building conflict resolution. Examine nursing roles in assuring coordination, integration, and continuity of care.	and suffering in light of patient values, preference and expressed needs. Remove barriers to presence of families and other designated surrogates based on patient preferences. Assess level of patient's decisional conflict and provide access to resources. Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management. Recognize the boundaries of therapeutic relationships. Facilitate informed patient consent for care. Assess own level of communication skill in encounters with patients and families. Participate in building consensus or resolving conflict in the context of patient care. Communicate care provided and needed at each transition in care.	Appreciate the role of the nurse in relief of all types and sources of pain or suffering. Recognize that patient expectations influence outcomes in management of pain or suffering. Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care. Respect patient preferences for degree of active engagement in care process. Respect patient's right to access personal health records. Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care. Appreciate shared decision-making with empowered patients and families, even when conflicts occur. Value continuous improvement of own communication and conflict resolution skills
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B. Teamwork and Collaboration (TC)

Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Knowledge	Skills	Attitudes
Describe own strength, limitations, and values in functioning as a member of a team.	Demonstrate awareness of own strengths and limitations as a team member.	Acknowledge own potential to contribute to effective team functioning.
Describe scopes of practice and roles of health care team members.	Initiate plan for self-development as a team member.	Appreciate the importance of intra- and inter-professional collaboration.
Describe strategies for identifying and managing overlaps in team member roles and accountabilities.	Function competently within own scope of practice as a member of the health care team.	Value the perspectives and expertise of all health team members.
Recognize contributions of other individuals and groups in helping patient/family achieve health goals.	Assume the role of team member or leader based on the situation.	Respect the centrality of the patient/family as core members of any health care team.
Analyze differences in communication style preferences among patients and families, nurses and other members of the health team.	Initiate requests for help when appropriate to situation.	Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities.
Describe impact of own communication style on others.	Clarify role and accountabilities under conditions of potential overlap in team.	Value teamwork and the relationships upon which it is based.
Discuss effective strategies for communicating and resolving conflict.	Integrate the contributions of others who play a role in helping patient/family achieve health goals.	Value different styles of communication used by patients, families, and health care providers.
Describe examples of impact of team functioning on safety and quality of care.	Communicate with team members, adapting own style of communicating to needs of the team and situation.	Contribute to resolution of conflict and disagreement.
Explain how authority gradients influence teamwork and patient safety.	Demonstrate commitment to team goals.	Appreciate the risks associated with handoffs among providers and across transitions in care.
Identify system barriers and facilitators of effective team functioning.		Value the influence of system solutions in achieving effective team functioning.

Examine strategies for improving systems to support team functioning.	Solicit input from other team members to improve individual, as well as team, performance. Initiate actions to resolve conflict. Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care. Assert own position/perspective in discussions about patient care. Choose communication styles that diminish the risks associated with authority gradients among team members. Participate in designing systems that support effective teamwork.	
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C. Evidence-Based Practice (EBP)

Definition: Integrate best current evidence with clinical expertise and patient / family preferences and values for delivery of optimal health.

Knowledge	Skills	Attitudes
Demonstrate knowledge of basic scientific methods and processes. Describe EBP to include the components of research evidence, clinical expertise and patient / family values. Differentiate clinical opinion from research and evidence summaries.	Participate effectively in appropriate data collection and other research activities. Adhere to Institutional Review Board (IRB) guidelines. Base individualized care plan on patient values,	Appreciate strengths and weaknesses of scientific bases for practice. Value the need for ethical conduct of research and quality improvement. Value the concept of EBP as integral to determining best clinical practice.

Describe reliable resources for locating evidence reports and clinical practice guidelines. Explain the role of evidence in determining best clinical practice. Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care. Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences.	clinical expertise, and evidence. Read original research and evidence reports related to area of practice. Locate evidence reports related to clinical practice topics and guideline. Participate in structuring the work environment to facilitate integration of new evidence into standards of practice. Question rationale for routine approach to care that result in less-than-desired outcomes or adverse events. Consult with clinical experts before deciding to deviate from evidence-based protocols.	Appreciate the importance of regularly reading relevant professional journals. Value the need for continuous improvement in clinical practice based on new knowledge. Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practice.
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D. Quality Improvement (QI)

Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Knowledge	Skills	Attitudes
Describe strategies for learning about outcomes care in the setting in which one is engaged in clinical practice. Recognize that nursing and other health professions students are parts of systems care and care processes that affect outcomes for patients and families.	Seek information about outcomes of care for populations served in care setting. Seek information about quality improvement projects in the care setting. Use tools (such as flow charts, cause-effect	Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals. Value own and others' contributions to outcomes of care in local care settings. Appreciate how unwanted variation affects care.

Give examples of the tension between professional autonomy and system functioning. Explain the importance of variation and measurement in assessing quality of care. Describe approaches for changing processes of care.	diagrams) to make processes of care explicit. Participate in a root cause analysis of a sentinel event. Use quality measures to understand performance. Use tools (such as control charts and run charts) that are helpful for understanding variation. Identify gaps between local and best practice. Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act). Practice aligning the aims, measure and changes involved in improving care. Use measures to evaluate the effect of change.	Value measurement and its role in good patient care. Value local change (in individual practice or team practice on a unit) and its role in creating joy in work. Appreciate the value of what individuals and teams can do to improve care.
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E. Safety (S)

Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Knowledge	Skills	Attitudes
Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, workarounds and dangerous abbreviations). Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcode, Computer Provider Order	Demonstrate effective use of technology and standardized practices that support safety and quality. Demonstrate effective use of strategies to reduce risk of harm to self or other. Use appropriate strategies to reduce reliance on	Value the contributions of standardization/reliability to safety. Appreciate the cognitive and physical limits of human performance. Value own role in preventing errors.

Entry, medication pumps, and automatic alerts/alarms). Discuss effective strategies to reduce reliance on memory. Delineate general categories of errors and hazards in care. Describe factors that create a culture of safety (such as open communication strategies and organizational error reporting systems). Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis). Discuss potential and actual impact of national patient safety resources, initiatives and regulations.	memory (such as forcing functions, checklists). Communicate observations or concerns related to hazards and errors to patients, families and the health care team. Use organizational error reporting systems for near miss and error reporting. Participate appropriately in analyzing errors and designing system improvements. Engage in root cause analysis rather than blaming when errors or near misses occur. Use national patient safety resources for own professional development and to focus attention on safety in care settings.	Value vigilance and monitoring (even of own performance care activities by patients, families, and other members of the health care team. Value relationship between national safety campaigns and implementation in local practices and practice settings.
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F. Informatics (I)

Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.

Knowledge	Skills	Attitudes
Explain why information and technology skills are essential for safe patient care. Identify essential information that must be available in a common database to support patient care. Contrast benefits and limitations of different communication technologies and their impact on safety and quality.	Seek education about how information is managed in care setting before providing care. Apply technology and information management tools to support safe processes of care. Navigate the electronic health record.	Appreciate the necessity for all health professionals to seek lifelong continuous learning of information technology skills. Value technologies that support clinical decision-making, error prevention and care coordination.

Describe examples of how technology and information management are related to quality and safety of patient care. Recognize the time, effort, and skill required for computers, databases, and other technologies to become reliable and effective tools for patient care.	Document and plan patient care in an electronic health record. Employ communication technologies to coordinate care for patients. Respond appropriately to clinical decision-making supports and alerts. Use information management tools to monitor outcomes of care processes. Use high quality electronic sources of healthcare information.	Protect confidentiality of protected health information in electronic health records. Value nurse's involvement in design, selection, implementation, and evaluation of information technologies to support patient care.
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References:

- Institute of Medicine. (2003). Health professions education: A bridge to quality. Washington DC: National Academies Press.
- Cronenwett, L., Sherwood, G., Barnsteiner, J., Disch, J., Johnson, J., Mitchell, P., Sullivan D., & Warren, J. (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3) 122-131.

BSN Portfolio Requirement

All BSN students are required to submit a portfolio before graduation. The portfolio is a requirement for the final semester in the Transition to Professional Practice course (NUR 4945C).

Portfolio Content:

Course Number	Portfolio Requirement
NUR 4837 Healthcare Systems	Policy paper
NUR 4827 Nursing Leadership	Philosophy of nursing statement
NUR 4945C Transition to Professional Practice	Cover letter and resume, self-assessment of Department of Nursing Program Student Learning Outcomes
NUR 4635 Population / Community Health	Legislative letter
Any nursing course that requires a group project.	Copy of group project final product

Appendix A



Bachelor of Science in Nursing Program

Handbook Acknowledgement

I received the BSN Program Student Handbook for 2025-2026.

I understand it is my responsibility to have read the BSN Program Student Handbook and to follow the policies / procedures of the BSN Program.

I acknowledge that I will be held accountable for this knowledge according to the expectations set forth in the handbook and in alignment with Florida College standards of conduct.

Please complete this acknowledgement in Complio by August 29, 2025.

Name: _____
First (Middle) Last

Signature: _____ Date: _____

Florida College Department of Nursing

119 North Glen Arven Avenue

Temple Terrace, FL 33617

Phone: 813-988-5131 x 393

Email: elliottj@floridacollege.edu

Appendix B**PERMISSION TO USE STUDENT WORK**

Year Entered Program: _____

Expected Date of Program Completion: _____

As indicated by my signature below, I authorize Florida College to use my work in the BSN program as part of one or more Florida College exhibits / portfolios / presentations that are being prepared for classroom assessment, for program assessment, or for campus-wide assessment for student/program learning outcomes, for the Commission on Collegiate Nursing Education (CCNE) accreditation visit, and for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Print Name: _____ Signature: _____

Check one box below.

☐

OK to use my name.

☐

Please remove my name prior to sharing information.

Appendix C

CMS AND CBC GRADING RUBRIC

(Use a combination of the practice and proctored assessments to achieve 10% of the course grade.
This sample assumes a 100-point course.)

PRACTICE ASSESSMENT			
4 points			
Complete Practice Assessment A. Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.		Complete Practice Assessment B. Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.	
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 4 points	Level 2 = 3 points	Level 1 = 1 point	Below Level 1 = 0 points
Remediation – 2 points: • Minimum 1-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation – 2 points: • Minimum 2-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation – 2 points: • Minimum 3-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation – 2 points: • Minimum 4-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

* Handwritten ALTs are preferred.

** Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation). If no quiz is generated, faculty may choose one of the alternative remediations methods listed on page 5.

*** If the program requires a retake of a Proctored Assessment and a student meets the program benchmark on the retake, that student can earn an additional percentage point (for example, a Level 1 student can now earn 8 points).

COMPREHENSIVE PREDICTOR GRADING RUBRIC

(Using a combination of the practice and proctored assessments to achieve 10% of the course grade.
This sample assumes a course worth 100 points.)

This sample assumes a course worth 100 points.

PRACTICE ASSESSMENT			
4 points			
Complete Practice Assessment A. Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.		Complete Practice Assessment B. Remediation: • Minimum 1-hour Focused Review on initial attempt • For each topic missed, complete an active learning template as part of the required remediation process.* Take Post Study Quiz (if available)** and complete an active learning template for each topic missed.	
STANDARDIZED PROCTORED ASSESSMENT			
95% or above Passing predictability = 4 points	90% or above Passing predictability = 3 points	85% or above Passing predictability = 1 point	84% or below Passing predictability = 0 points
Remediation – 2 points: • Minimum 1-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation – 2 points: • Minimum 2-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation – 2 points: • Minimum 3-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*	Remediation – 2 points: • Minimum 4-hour Focused Review • For each topic missed, complete an active learning template as part of the required remediation process.*
10/10 points	9/10 points	7/10 points	6/10 points
Proctored Assessment Retake***			
No retake required	No retake required	Retake required/recommended	Retake required/recommended

* Handwritten ALTs are preferred.

** Post-study quiz questions may be provided to a student based on specific student knowledge gaps. (Major Content Areas 75% or less. 0 to 50 items possible for additional remediation). If no quiz is generated, faculty may choose one of the alternative remediations methods listed on page 5.

*** If the program requires a retake of a Proctored Assessment and a student meets the program benchmark on the retake, that student can earn an additional percentage point (for example, a Level 1 student can now earn 8 points).