Table of Contents
Welcome ................................................................................................................................. 7
Nursing Faculty and Staff ........................................................................................................ 7
USC Beaufort – Mission Statement ....................................................................................... 8
SECTION 1 – DEPARTMENT OF NURSING AND HEALTH PROFESSIONS OVERVIEW ................................................................................................................................. 9
   Nursing Philosophy and Conceptual Framework for the Bachelor of Science in Nursing ................................................................................................................................. 9
   Mission and Purpose ............................................................................................................ 9
   Philosophy of Nursing .......................................................................................................... 9
   Philosophy of Nursing Education .......................................................................................... 9
   Conceptual Framework ....................................................................................................... 10
      Human Beings .................................................................................................................. 10
      Environment ................................................................................................................... 10
      Health .............................................................................................................................. 10
      Nursing ............................................................................................................................ 10
      Curricular Threads .......................................................................................................... 10
         Assessment .................................................................................................................. 10
         Critical Thinking ......................................................................................................... 10
         Emotional Intelligence ................................................................................................. 10
         Care Coordination ....................................................................................................... 11
         Cultural Humility ......................................................................................................... 11
   Outcome Objectives of the BSN Program ........................................................................... 11
   Civility in the Department of Nursing and Health Professions ........................................ 12
   Bachelor of Science in Nursing ........................................................................................... 13
   BSN Pre-licensure (Generic) Track ..................................................................................... 13
      Admission Requirements ................................................................................................. 13
      Admission to the Nursing Major ...................................................................................... 13
      Explanation of Quantitative Titers Needed for Proof of Immunity ................................... 14
      Advanced Placement ..................................................................................................... 14
      Transfer Credit .............................................................................................................. 14
      Progression and Retention ............................................................................................... 14
      Readmission ................................................................................................................... 16
      Application for Licensure in Nursing ............................................................................. 16
      Curriculum: Pre-licensure BSN Track .............................................................................. 17
      Sample Program of Study for Full-time Pre-licensure Students ...................................... 18
   BSN as Second Bachelors (pre-licensure) Track ................................................................. 19
      General Admission to the BSN Major .............................................................................. 19
   RN-to-BSN Track ............................................................................................................... 20
      Admission Requirements ................................................................................................. 20
      Transfer Credit .............................................................................................................. 20
      Advanced Placement ..................................................................................................... 20
      Progression and Retention ............................................................................................... 20
<table>
<thead>
<tr>
<th>SECTION 2 – GENERAL POLICIES, PROCEDURES, AND GUIDELINES</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement</td>
<td>22</td>
</tr>
<tr>
<td>Academic Forgiveness</td>
<td>22</td>
</tr>
<tr>
<td>USCB Cheating Policy</td>
<td>22</td>
</tr>
<tr>
<td>USCB Plagiarism Policy</td>
<td>22</td>
</tr>
<tr>
<td>Attendance Policy</td>
<td>22</td>
</tr>
<tr>
<td>Make-up Class Work Exams, and/or Quizzes</td>
<td>23</td>
</tr>
<tr>
<td>Absence from Laboratory Experience</td>
<td>23</td>
</tr>
<tr>
<td>Absence from a Clinical Experience</td>
<td>23</td>
</tr>
<tr>
<td>Clinical Experiences Policies</td>
<td>23</td>
</tr>
<tr>
<td>Clinical Safety Policy</td>
<td>23</td>
</tr>
<tr>
<td>Clinical Safety: Exempting Students from Clinical Assignments</td>
<td>23</td>
</tr>
<tr>
<td>Clinical Safety: Medication Administration</td>
<td>24</td>
</tr>
<tr>
<td>Clinical Sites Transportation Policy</td>
<td>24</td>
</tr>
<tr>
<td>Disabilities Accommodations for Students</td>
<td>24</td>
</tr>
<tr>
<td>Dress Code for Clinical Placement Sites and Campus Laboratory Settings</td>
<td>24</td>
</tr>
<tr>
<td>Professional Attire</td>
<td>25</td>
</tr>
<tr>
<td>Student ID</td>
<td>25</td>
</tr>
<tr>
<td>Hair</td>
<td>25</td>
</tr>
<tr>
<td>Body Piercing and Other Jewelry</td>
<td>25</td>
</tr>
<tr>
<td>Tattoos</td>
<td>25</td>
</tr>
<tr>
<td>Personal Hygiene</td>
<td>25</td>
</tr>
<tr>
<td>Enforcement of Dress Code and Responsibility</td>
<td>25</td>
</tr>
<tr>
<td>Equipment/Supplies</td>
<td>26</td>
</tr>
<tr>
<td>Essential Abilities for Nursing Students</td>
<td>26</td>
</tr>
<tr>
<td>Evaluation of Curriculum and Faculty</td>
<td>26</td>
</tr>
<tr>
<td>Expectations of USCB Nursing Students</td>
<td>26</td>
</tr>
<tr>
<td>Classroom</td>
<td>26</td>
</tr>
<tr>
<td>Skills Laboratory</td>
<td>26</td>
</tr>
<tr>
<td>Clinical</td>
<td>27</td>
</tr>
<tr>
<td>Final Examination</td>
<td>27</td>
</tr>
<tr>
<td>Grades &amp; Grading</td>
<td>27</td>
</tr>
<tr>
<td>Grade Access</td>
<td>28</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>28</td>
</tr>
<tr>
<td>Grievance Procedure</td>
<td>28</td>
</tr>
<tr>
<td>Health Requirements</td>
<td>29</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>30</td>
</tr>
<tr>
<td>Statement of Responsibility/Waiver of Liability</td>
<td>30</td>
</tr>
<tr>
<td>Standard Precautions/Health Protection for Faculty and Students</td>
<td>30</td>
</tr>
<tr>
<td>Waivers</td>
<td>31</td>
</tr>
<tr>
<td>Honors</td>
<td>31</td>
</tr>
<tr>
<td>Insurance Requirements</td>
<td>31</td>
</tr>
<tr>
<td>Name or Address Change</td>
<td>31</td>
</tr>
<tr>
<td>Leave of Absence</td>
<td>31</td>
</tr>
<tr>
<td>Petitions Process</td>
<td>31</td>
</tr>
<tr>
<td>Simulation Center and Skills Learning Laboratory</td>
<td>32</td>
</tr>
</tbody>
</table>

USC Beaufort BSN Student Handbook 2016-2017 3
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Libraries</td>
<td>41</td>
</tr>
<tr>
<td>Letters of Recommendation</td>
<td>42</td>
</tr>
<tr>
<td>Lounges</td>
<td>42</td>
</tr>
<tr>
<td>Parking</td>
<td>42</td>
</tr>
<tr>
<td>Professional Organization for Undergraduate Students</td>
<td>42</td>
</tr>
<tr>
<td>National Student Nurses’ Association, Inc. ® Student Rights and ...</td>
<td>43</td>
</tr>
<tr>
<td>National Student Nurses’ Association, Inc. ® Code of Ethics</td>
<td>44</td>
</tr>
<tr>
<td>Part I: Code of Professional Conduct</td>
<td>44</td>
</tr>
<tr>
<td>Professional Conduct Policy</td>
<td>44</td>
</tr>
<tr>
<td>Part II: Code of Academic and Clinical Conduct</td>
<td>44</td>
</tr>
<tr>
<td>Registration by Internet</td>
<td>45</td>
</tr>
<tr>
<td>Simulation Center</td>
<td>45</td>
</tr>
<tr>
<td>Student Affirmation</td>
<td>46</td>
</tr>
<tr>
<td>USC Beaufort Bookstore</td>
<td>46</td>
</tr>
<tr>
<td>Writing Requirement Statement and Writing Tips</td>
<td>46</td>
</tr>
<tr>
<td>Content/Development</td>
<td>46</td>
</tr>
<tr>
<td>Organization</td>
<td>46</td>
</tr>
<tr>
<td>Format</td>
<td>47</td>
</tr>
<tr>
<td>Grammar/Punctuation/Spelling</td>
<td>47</td>
</tr>
<tr>
<td>Readability/Style</td>
<td>47</td>
</tr>
<tr>
<td>Plagiarism and Cheating</td>
<td>47</td>
</tr>
<tr>
<td>Final Words – Tips for Success</td>
<td>47</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>49</td>
</tr>
<tr>
<td>APPENDIX A</td>
<td>50</td>
</tr>
<tr>
<td>Essential Abilities Standards</td>
<td>50</td>
</tr>
<tr>
<td>Standard 1. Critical Thinking and Related Mental Abilities</td>
<td>50</td>
</tr>
<tr>
<td>Standard 2. Communication and Interpersonal Abilities</td>
<td>50</td>
</tr>
<tr>
<td>Standard 3. Physical Activities</td>
<td>51</td>
</tr>
<tr>
<td>Standard 4. Hearing</td>
<td>51</td>
</tr>
<tr>
<td>Standard 5. Visual</td>
<td>51</td>
</tr>
<tr>
<td>Standard 6. Smell</td>
<td>51</td>
</tr>
<tr>
<td>APPENDIX B</td>
<td>52</td>
</tr>
<tr>
<td>Agency Requirements Checklist: Pre-licensure BSN Program</td>
<td>52</td>
</tr>
<tr>
<td>APPENDIX C</td>
<td>53</td>
</tr>
<tr>
<td>Agency Requirements Checklist: RN-to-BSN Program</td>
<td>53</td>
</tr>
<tr>
<td>Student Formal Complaint (Grievance)</td>
<td>54</td>
</tr>
<tr>
<td>APPENDIX E</td>
<td>55</td>
</tr>
<tr>
<td>Change of Health Status Form</td>
<td>55</td>
</tr>
<tr>
<td>APPENDIX F</td>
<td>56</td>
</tr>
<tr>
<td>“Fit for Duty” Verification/Student Health Form</td>
<td>56</td>
</tr>
<tr>
<td>APPENDIX G</td>
<td>58</td>
</tr>
<tr>
<td>Statement of Responsibility/Waiver of Liability Student Release Form</td>
<td>58</td>
</tr>
<tr>
<td>APPENDIX H</td>
<td>59</td>
</tr>
<tr>
<td>AUTHORITY FOR RELEASE OF INFORMATION</td>
<td>59</td>
</tr>
</tbody>
</table>
APPENDIX I .................................................................................................................. 60
  Hepatitis B Vaccine/Waiver of Liability/Immunization in Progress ........................................ 60
APPENDIX J .................................................................................................................. 61
  Hepatitis Vaccine/Waiver of Liability/Non-seroconverter ..................................................... 61
APPENDIX K .................................................................................................................. 62
  Hepatitis B Vaccination – Refusal to get vaccinated ............................................................... 62
APPENDIX L .................................................................................................................. 63
  MMR Non-Converter form .................................................................................................... 63
APPENDIX M .................................................................................................................. 64
  Varicella Non-Converter Form ........................................................................................... 64
APPENDIX N .................................................................................................................. 65
  Leave of Absence Form ...................................................................................................... 65
APPENDIX O .................................................................................................................. 66
  Student Petition .................................................................................................................. 66
APPENDIX P .................................................................................................................. 67
  Nursing Program Progression Contract .............................................................................. 67
APPENDIX Q .................................................................................................................. 68
  Student Affirmation of Understandings .............................................................................. 68
Welcome
Welcome to the Department of Nursing and Health Professions at the University of South Carolina Beaufort (USCB). The faculty members are pleased you have selected us to pursue your professional goals. We look forward to joining with you to make it a rewarding and life-changing experience. The 2016-2017 BSN Student Handbook provides students with current information regarding curricula, policies and procedures, and other issues of relevance as you proceed toward the Bachelor of Science in Nursing (BSN) degree. The handbook is designed to supplement the USC Beaufort 2016-2017 University Bulletin. Thus, you are responsible for familiarizing yourself with the information contained in both documents. In some instances, the requirements for Nursing exceed the requirements of the University and will be noted accordingly in the BSN Student Handbook. The nursing faculty wishes you success in your academic career.

The baccalaureate program at USCB is accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW, Suite 530, Washington, DC 20036, and (202) 887-6791. The Department also received full approval from the South Carolina Board of Nursing (http://www.llr.state.sc.us/POL/Nursing/index.asp?file=licensure.htm) to offer the BSN Program effective November, 2011.

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USC Beaufort – Mission Statement

The University of South Carolina Beaufort (USCB) responds to regional needs, draws upon regional strengths, and prepares graduates to contribute locally, nationally, and internationally with its mission of teaching, research, and service. USCB is a senior baccalaureate campus (1,400 to 3,000 students) of the state’s largest public university. It offers degree programs in the arts, humanities, professions, and social and natural sciences delivered through on-site instruction and distance education, along with an active program of co-curricular activities and athletics. It serves a racially and culturally diverse student body, including military personnel, veterans and their dependents, and draws students from the South Carolina Lowcountry, from around the country, and from around the world. USCB enriches the quality of life for area residents of all ages through its academic programs, continuing education, artistic and cultural offerings, community outreach, collaborations with regional initiatives, and life-long learning opportunities.

Amended and approved by USCB Faculty Senate - September 28, 2012
Amended version approved by USCB Administrative Council - October 8, 2012
Approved by USCB Board of Trustees - December 18, 2012
Approved by South Carolina Commission on Higher Education- June 7, 2013
SECTION 1 – DEPARTMENT OF NURSING AND HEALTH PROFESSIONS OVERVIEW

Nursing Philosophy and Conceptual Framework for the Bachelor of Science in Nursing

Mission and Purpose

The Department of Nursing and Health Professions, consistent with the mission of the University of South Carolina – Beaufort, responds to regional needs by preparing graduates to improve the health and well-being of individuals, groups, and communities through health education interventions emphasizing wellness, disease prevention, and management. The department provides a student-centered learning environment whereby graduates have the intellectual, emotional, and social foundations for local and global leadership within the respective discipline.

Philosophy of Nursing

The Department supports the American Nurses Association’s (ANA, 2015) definition of nursing as “the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations” (p. 1). Furthermore, professional nursing encompasses the following essential features:

- Provision of a caring relationship that facilitates health and healing
- Attention to the range of human experiences and responses to health and illness within the physical and social environments
- Integration of objective data with knowledge gained from an appreciation of the patient group’s subjective experience
- Application of scientific knowledge to the processes of diagnosis and treatment through the use of judgment and critical thinking
- Advancement of knowledge through scholarly inquiry
- Influence on social and public policy to promote social justice
- Assurance of safe, quality, and evidence-based practice (ANA, 2010, p. 9)

Nursing is both a practice profession and a professional discipline. An understanding and attitude of caring is essential to the practice because caring signifies that “persons, events, projects and things” matter to people (Benner & Wrubel, 1989). Caring in nursing is a set of interpersonal acts that extend beyond concern, emotion, and benevolent desire. It is situated in that “caring depends on where you are (time, space, culture) as well as one’s development (e.g. training and experience; psychological development; moral-ethical development) and the context of the situation (disaster, high-pressure situation, routine business, relaxed, etc.)” (Jarrin, 2012).

Caring embodies respect for others including professional colleagues, a recognition of the vulnerability that occurs with human illness, and the nurse’s appreciation for what matters to people. Among the many things that matter are a sense of self-worth, comfort and dignity, family and friends, cultural and lifestyle preferences, work and leisure activities, and personal and spiritual belief systems. It is these “things that matter” that influence individual health behaviors and shape human responses and decisions when perceptions of health are threatened.

As a professional discipline, nursing focuses on a unique body of knowledge that encompasses both the art and science of nursing. The professional nurse derives this knowledge through a liberal education, a solid foundation in the humanities, biological, behavioral, and social sciences, as well as ongoing clinical practice, which is underpinned by professional values and ethics. Continuing education, scholarly inquiry, and public service further support development of the discipline. Also fundamental to nursing practice, is the nurse’s ability to critically evaluate information from a variety of sources and to use this information to formulate and apply sound clinical judgment within the process and context of care delivery across a wide range of settings.

Philosophy of Nursing Education

We, the USCB nursing faculty, believe in our responsibility to serve as stewards of adult learners. In this capacity, we will remain flexible and responsive to student needs; encourage multiple options for learning; and model the values, behaviors, thought processes, and moral agency essential to professional nursing practice.
Students, as adult learners, must embrace standards of professional practice, actively participate in learning, and strive to achieve program outcomes established by the faculty. The learning process—underscored by a belief that personal and professional growth exist in dynamic relationship to each other—is directed at facilitating development of the whole person. A primary outcome of the learning process is the motivation and preparedness to engage in scholarly inquiry, continuous, lifelong learning, and service to one’s community.

**Conceptual Framework**

The conceptual framework for the USCB nursing curriculum consists of four concepts: human being, environment, health, and nursing. These concepts are defined as follows:

**Human Beings**

The concept of human beings incorporates the concepts of learner, self, individuals, families, groups, and communities (Fawcett & DeSanto-Madeya, 2013). Human beings are unique persons who have worth, rights, and inherent dignity. Human beings have biological, psychological, social, spiritual, and cultural traits that influence their development. Throughout the lifespan, human beings exist within a cultural and social milieu and encounter phenomena that have an impact on optimal health and development.

**Environment**

Environment includes physical, psychological, social, spiritual, and cultural elements as well as historical, political, and economic conditions. Environment is the sum total of all internal and external phenomena and processes that have an impact on human beings. Nursing is the resource in the environment that can influence health of human beings.

**Health**

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity (WHO, 2003). Health promotion and disease prevention at the individual and population levels are necessary to improve population health. In partnership with the nurse, health is defined by human beings (individuals, families, groups, or communities) across the continuum of healthcare environments.

**Nursing**

Nursing is a practice discipline involving caring that is concerned with improving quality of life and promoting, maintaining, and restoring health in partnership with individuals, families, groups, and communities. Nursing is the teaching of health promotion practices; the continuous care of the acutely or chronically ill; the restorative care during convalescence and rehabilitation; the supportive care given to maintain the optimum level of health of individuals, families, groups, and communities; the teaching and evaluation of those who perform or are learning to perform these functions; the support and conduct of research to extend knowledge and practice; and the management of health care delivery.

**Curricular Threads**

The curriculum integrates five major concepts throughout: assessment, critical thought, emotional intelligence, care coordination, and cultural humility. These concepts have emerged through discussion with community-based service partners in an effort to identify the elements of successful professional practice both now and in the future. Each of the concepts, or “threads”, is viewed as a dynamic, ongoing process of knowledge, communication, and competency development rather than a fixed or immutable endpoint.

**Assessment**

Assessment encompasses the knowledge and skills through which nurses collect and record facts, observations, data, and experiences. It provides the fundamental basis on which to make nursing judgments, assign meaning, and determine significance within and among human systems.

**Critical Thinking**

Critical thinking is the disciplined, self-directed process that the nurse uses to question, analyze, and interpret information in order to apply sound clinical judgment, reach evidence-based conclusions, and identify solutions to problems that consider cost/quality balance and underlying assumptions.

**Emotional Intelligence**
Emotional intelligence is the ability to perceive, understand and apply the insight of emotions as a source of human motivation, information, relationship building, and influence. In the simplest of terms emotional intelligence is thinking about feeling. It is the underpinning for personal and social competence that leads to effective leadership, development of self and others, teamwork and collaboration, and successful resolution of conflict. Balancing reason with emotional intelligence is necessary for effective caring practices, clinical and managerial decision making, and positive change.

Care Coordination
Care coordination is the nurse’s responsibility to think broadly and critically with an anticipatory view of patient and family needs as the patient transitions from one setting or level of care to another. Based on comprehensive assessment and understanding of the patient’s and family’s needs, the nurse works within an interdisciplinary team to ensure that the patient’s needs are coordinated across a continuum of care.

Cultural Humility
Cultural humility is essential to the provision of culturally responsive care in an increasingly multicultural world. It reflects the nurse’s ability to recognize and embrace diversity while gathering and applying information about the patient’s health-related beliefs and practices and culturally related values. Cultural humility also involves the acquisition of a sound educational foundation with respect to cross cultural differences and the manner in which they impact how individuals are situated within families and communities.

Outcome Objectives of the BSN Program
USCB seeks to ensure that all students who complete the Bachelor of Science in Nursing are able to:

- Provide health promotion, disease prevention, and advocacy in the care of individual clients, families, groups of clients, and communities.
- Practice safe, comprehensive, and evidence-based nursing for clients across the life span and continuum of care within the structure of an interdisciplinary team.
- Demonstrate ethical principles, behaviors, and values, to include altruism, autonomy, human dignity, integrity, and social justice, in the professional practice of nursing.
- Perform comprehensive individual, family, group, and community health assessments.
- Incorporate knowledge of multiple health determinants including culture, socioeconomic status, access, environment, lifestyle, and biology in the practice of nursing.
- Provide leadership and nursing care using critical thinking, effective communication, emotional intelligence, problem-solving processes, and evidence-based practice.
- Demonstrate basic knowledge of healthcare policy, finance, regulatory agencies, and healthcare trends.
- Use current technologies and information systems in the delivery of quality healthcare to individual clients, families, groups of clients, and communities.
- Accept professional responsibility for continuing education and the advancement of the nursing profession in a local and global world.

References


Civility in the Department of Nursing and Health Professions

Civility is respect in action – to identify with others and to feel, to some extent, what others feel...to act in a responsible and caring manner. AACN identifies professionalism and professional values as one of the nine essentials of baccalaureate nursing education. In addition, “accountability is described as responsibility for individual actions and behaviors, including civility. [And in] order to demonstrate professionalism, civility must be present” (AACN, 2008, p. 26). Furthermore, the ANA Code of Ethics for Nurses (2015) requires nurses to treat colleagues, students, and patients with dignity and respect and states that any form of harassment, disrespect, or threatening action will not be tolerated. Nursing school is the time for students to learn and apply these professional standards.

Unfortunately, incivility in American society and nursing education is increasing. Research studies have shown that incivility in nursing education often results in psychological and physiological distress in both students and faculty. This stress affects the academic environment. Major stressors often reported by nursing students result from juggling many roles and competing demands (e.g., work, school and family); financial pressures, and time management. Faculty stressors include multiple work demands, heavy workloads, problematic students, and maintaining clinical competence (Clark & Springer, 2010).

Civility encompasses behaviors acceptable to the profession. These behaviors are expected of both students and faculty members and include politeness, courtesy and respect in interpersonal situations, whether in clinical, lab, or the classroom settings. An example of civility is respectfully listening to another person’s question of the instructor. Examples of uncivil behaviors reported in the literature and experienced by Department of Nursing and Health Professions faculty include:

- In-class disruptions (e.g., rude comments, excessive whispering/side conversations, texting, cell phone and computer misuse)
- Inattentiveness
- Sleeping in class
- Working on another course’s work assignments
- Late arrivals and leaving early
- Verbal disrespect
- Anger or excuses for poor performance

It only takes one person to affect the learning environment. Civility is an expectation in all USC Beaufort Department of Nursing and Health Professions encounters and experiences. The expectation at the USC Beaufort Department of Nursing and Health Professions is that faculty and students work together to resolve conflict as soon as possible by using open and respectful dialogue. Please respect and do not be disruptive to the learning experience or everyday experience of others. By working together, civility becomes part of our culture and a safe, respectful learning environment is created to meet the mission of graduating competent, caring and respectful nurses.

References:


Bachelor of Science in Nursing

The Bachelor of Science in Nursing (BSN) program provides students with essential knowledge and skills based on a foundation in the liberal arts and sciences. Students develop skills in analysis, synthesis, and evaluation. In the core nursing courses, involving didactic instruction and clinical practice, students continue preparation for the practice of professional nursing.

The BSN program consists of two tracks: the pre-licensure (or generic) track leading to the BSN degree and eligibility for licensure as a registered nurse and, the RN-BSN track for registered nurses who wish to obtain a BSN and already hold a diploma or an Associate Degree in Nursing (ADN).

BSN Pre-licensure (Generic) Track

Admission Requirements

Admission to the University of South Carolina Beaufort is determined by standard admission requirements. Transfer students, change of major students, and students seeking a second bachelor’s degree who wish to pursue a degree in nursing should have an overall GPA of 3.0 or above and an overall science GPA of 2.75 or above (all collegiate science coursework, i.e., biology, chemistry, physics, etc.). As admission to the nursing program is competitive, the GPA for applicants is usually significantly higher than the minimum 3.0 required.

The 3.0 cumulative collegiate GPA is required because the academic requirements of the nursing program are rigorous and become progressively more difficult, necessitating strong academic ability. Success on the professional nursing licensing exam (NCLEX-RN) has been correlated with GPA, particularly the cumulative science GPA.

Admission to the Nursing Major

All students (pre-nursing, transfer, and second degree seeking students) may apply for admission to the nursing major (Bachelor of Science in Nursing) according to the deadline placed on the website to begin the degree requirement clinical courses in the spring semester of each year. There are 43 credits required in specific courses for application to the BSN Pre-licensure track. Detailed information on application to the BSN Pre-licensure Track is available on the current departmental web site at:

http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/nursing/pre-licensure-bsn/index.html

The primary goal of the admissions process is to identify candidates who exhibit strong (natural and behavioral) science backgrounds—as well as ideal personal characteristics—consistent with the capacity to excel in both the art and science of nursing. Moreover, because of the University’s commitment to diversity in serving our region, a secondary aim of the process is to select a diverse entering class closely aligned with the general population.

In order to predict potential for academic success in the nursing program, applicants should have an overall GPA of 3.0 or above and an overall science GPA of 2.75 or above, including the required natural science courses (one semester of anatomy and one semester of physiology or A & P I and A & P II, Chemistry 109, and Microbiology). It is highly recommended that all general education coursework be completed prior to beginning the nursing sequence (NURS) of courses.

The admissions committee (Department of Nursing and Health Professions Student Affairs Committee) will take into account the following:

- Academic history and trends including overall cumulative GPA and overall science GPA
- Acceptable scores on the nursing pre-admission test in all categories
- Number of courses successfully completed toward the major
- Residence in local counties principally served by the USC Beaufort mission
- A ‘C’ grade or above on all science and Nursing courses with a maximum of one science or one Nursing course repeated once to earn a minimum grade of ‘C’

Selected candidates will receive notification of acceptance, no later than October 31st. All successful candidates will receive a “conditional acceptance” only. Students must provide evidence of the final grades in the Fall semester to the Student Affairs Committee as soon as grades are available to determine that GPA’s have been
met and/or maintained. A definitive acceptance will be determined and the candidate notified at the completion of fall semester after review of all semester grades and verification that all pre-requisite courses have been completed by the Student Affairs Committee.

**Background checks, drug screening, and health requirements** are required on incoming students to ensure the safety of the patients treated by students in the clinical education program. Clinical agencies do have the right to refuse student clinical placement based on criminal background and health requirements. **A student will not be allowed into clinical settings if the background check or the health clearance is inadequate.**

Students must complete the clinical portion of courses to pass the nursing courses. Therefore, students who cannot pass a background check or drug screen will not be admitted to the USCB Nursing program. If a student does not pass the background check or drug screen, they are **ineligible to perform the clinical portion of their courses for all agencies and progression in the USCB Nursing program will be stopped.**

Participation in clinical learning and experience is contingent on the student providing full documentation they have met all clinical requirements to *include but not limited to*: a negative criminal background check, negative 9-panel plus meperidine and oxycodone drug screen, negative two-step PPD, immunization to tetanus/diphtheria/pertussis, proof of immunity (through quantitative titers) to chicken pox (varicella), mumps, rubella, and rubeola, a physical exam by a physician or nurse practitioner indicating satisfactory health status consistent with the “Essential Ability” requirements, current CPR certification for health providers, proof of a Hepatitis B series and subsequent immunity (student must have begun the series prior to entry into the nursing program), current health insurance coverage and proof of annual flu vaccine. **If these requirements are not completed and submitted by the due date given by NURS B202 course coordinator(s), acceptance into the major program may be denied. Students should keep copies of all paperwork.**

**Explanation of Quantitative Titers Needed for Proof of Immunity**

Serum titers are blood tests that measure whether or not you are immune to a given disease(s). More specifically, a quantitative serum titer is a titer with a numerical value indicating your actual degree of immunity to a disease(s). Please read and follow all instructions on the Titer and Vaccination Explanations sheet that is emailed to all students entering the nursing major.

**Advanced Placement**

General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing level identified by the department. See the current university bulletin.

**Transfer Credit**

Transfer students for the pre-licensure track must:

- Have a cumulative GPA of 3.0 or higher and a cumulative science GPA of 2.75 or above. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student’s official transcript from all colleges previously attended.
- Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
- Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses that are less than five years old will be evaluated for transfer on an individual basis. The courses must meet the University requirements for transfer credits. **The last 32 hours of credit must be earned in residence at the University.**
- Students pursuing the BSN as a second bachelor’s degree will be required to meet program pre-requisite requirements, other general education requirements will be met through approved transfer credits.

**Progression and Retention**

Students enrolled in the BSN Nursing major and admitted to the BSN clinical courses must abide by the following:

- A grade of ‘C’ or better (75% or greater) is required in all courses.
• Students must successfully complete the clinical component of a course to receive a passing grade in the course.

• Any time that a nursing student incurs a second failure in the same course in the core nursing requirement courses (see Pre-licensure Curriculum Plan), he or she will be dismissed from the BSN program and is not eligible for re-entry.

• Any time that a nursing student incurs two failures in different courses of the core nursing requirement courses (see Pre-licensure Curriculum Plan), he or she will be dismissed from the BSN program and is not eligible for re-entry.

• A grade of ‘C’ or better in any course that is a prerequisite to other courses is required before progression to the next course.

• Students must take NURS B202, NURS B312, and NURS B310 concurrently. If a student requests to withdraw from either NURS B202 or NURS B312, they must withdraw from both classes as they are co-requisites. They can remain enrolled in NURS B310. If a student requests to withdraw from NURS B310, they must withdraw also from NURS B202 and NURS B312 as Biophysical Pathology is a co-requisite of these courses.

• Students in the pre-licensure BSN program must take NURS B425 and NURS B435 concurrently. If a student requests to withdraw from any of these courses, they must withdraw from both of them as they are co-requisites.

• Pre-licensure students who have less than a 2.75 Collegiate Summary and/or USC GPA are placed on probation within the Department of Nursing and Health Professions for one major semester or 12 credit hours but may continue to take all required courses. If at the end of the probationary semester their Collegiate Summary and/or USC GPA are still less than 2.75, the probationary period may be extended for one additional semester. If at the end of a second probationary semester the GPA is still below a 2.75, students are administratively removed from their required nursing course sequence. Probation from the Department of Nursing and Health Professions and suspension from the University are two different academic regulations.

• Students who have been accepted to the nursing program and receive a (W) in any course during their first semester in the program must reapply to the nursing program and compete with the next applicant pool.

• Students who withdraw and receive a “W” for courses in the nursing major succeeding the first semester must reapply to retake the course(s). See information on Petition Process in this handbook.
  o USC does NOT assign an automatic “W” or “withdrawal” grade if you stop coming to class/lab/clinical or handing in assignments. You will receive an “F” to connote you failed the course. It is your responsibility to officially drop the course by the drop date.

• Any student who receives a (WF), a D or lower in any NURS course, the (WF) counts the same as a “D” or an “F” and constitutes a nursing course failure in program for courses in the Core Nursing Requirements.

• Throughout the curriculum, standardized achievement tests are used to assess student progress in specific nursing content. Based on the results of these tests, students may be required to enhance the learning of course content. The enhanced learning (remediation) work must be satisfactorily completed by the last day the class meets.

• Students must complete any required nursing content including enhanced learning work, as determined by standardized achievement tests to avoid a grade of “I” (incomplete) and potential delay in progressing to the next semester in the nursing curriculum.

• Students must complete all nursing courses in three and a half calendar years after acceptance into the clinical courses.

In addition, students are required to submit the following on an annual basis to be eligible for participation in any clinical course:
• Proof of current health insurance coverage *(submit proof every semester)*
• Updated health information including an annual PPD;
• Updated standard precautions test, and
• Updated CPR certification: CPR for the Professional Rescuer (American Red Cross) or Basic Life Support for Health Care Providers (American Heart Association) must be complete and documented before the deadline in order to preserve registration status.
• Any other specific clinical facility requirements.

**Readmission**

Readmission after dismissal from the nursing program will be determined on a case-by-case and space-availability basis. If a student receives a "W" during the first semester and wants to reenter, the student must reapply and compete for admission as a new student. All students seeking re-admission must compete with the current applicant pool. Students who withdraw and receive a "W" for courses subsequent to the first semester must reapply to retake the course(s). See information on Petition Process in this handbook.

If a student receives a "WF" in any NURS course that are in the core nursing requirements, it is considered a failure in that nursing course. Applicants with two or more unsatisfactory grades in nursing courses will not be considered for readmission in the BSN program.

**Application for Licensure in Nursing**

Prior to completion of the last semester of study in the pre-licensure track, students are expected to apply for the nursing licensing examination, NCLEX-RN®, and apply for licensure to the South Carolina State Board of Nursing or other Board of Nursing in the jurisdiction where the student will be employed after graduation.

**The South Carolina Board of Nursing has declared the following:** An applicant for a license to practice nursing in South Carolina shall be subject to a criminal history background check as defined in 40-33-25 of the Nurse Practice Act. In addition to all other requirements and for the purpose of determining an applicant's eligibility for an authorization to practice, each applicant will be required to furnish a full set of fingerprints and additional information required to enable a criminal history background check to be conducted by the State Law Enforcement Division (SLED) and the Federal Bureau of Investigation (FBI). The cost of conducting a criminal history background check will be borne by the applicant and the department shall keep information received pursuant to this section confidential, except that information relied upon in denying an authorization to practice may be disclosed as may be necessary to support the administrative action (South Carolina Code of Laws).
Curriculum: Pre-licensure BSN Track
USCB offers the Bachelor of Science with a major in Nursing.
To qualify for graduation, a student must meet general education requirements and nursing core requirements as stated below:

I. General Education and Professional Program Requirements
The following general education requirements or their equivalent must be completed or transferred in for credit (each with a grade of ‘C’ or higher).

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENGL B101, B101L and B102 (each with a grade of C or better)</td>
</tr>
<tr>
<td>Numerical and Analytical Reasoning</td>
<td>MATH B111 (if applicable MATH 111E) or a higher level mathematics course</td>
</tr>
<tr>
<td>Speech</td>
<td>COMM B140, B201, or B230</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>HIST B101, B102, B111, B112, B115, or B116</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>ARTH (art history), ARTS (studio art), MUSC (music), THEA (theater arts)</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC B101</td>
</tr>
<tr>
<td>Foreign Languages</td>
<td>Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>BIOL B243 or equivalent coursework</td>
</tr>
<tr>
<td>Global Citizenship and Multicultural Understanding Studies</td>
<td>ANTH B452 or NURS B330 Transcultural Nursing</td>
</tr>
<tr>
<td>Nutrition</td>
<td>HRTM B242</td>
</tr>
<tr>
<td>Core Nursing Requirements</td>
<td>66</td>
</tr>
<tr>
<td>Electives</td>
<td>1-9</td>
</tr>
</tbody>
</table>

Total Hours required: 127

Students may place out of ENGL B101L with an appropriate score on the Freshman English Placement Exam. ENGL B101 or ENGL B101L is the prerequisite for ENGL B102.

1 Students may place out of ENGL B101L with an appropriate score on the Freshman English Placement Exam. ENGL B101 or ENGL B101L is the prerequisite for ENGL B102.
2 Students may place into MATH B111 or B111E based on the Freshman Placement Exam.
3 Requirement may be satisfied by proficiency.
4 One course in anatomy including a laboratory; one course in physiology including a laboratory.
5 Courses and credits as needed to fulfill degree requirements.
6 Students pursuing a second bachelor’s degree will meet general education requirements through approved transfer credits. Program requirements that must be successfully completed include the following:

The professional program requirements (taken at USCB or transferred in) must include:

- Statistics equivalent to STAT B201 or higher 3
- Psychology equivalent to PSYC B101 and PSYC B321 6
- Natural Sciences equivalent to BIOL B243, BIOL B244, BIOL B230, and CHEM B109 16
- Anthropology equivalent to ANTH B452 (or NURS B330) 3
- Nutrition equivalent to HRTM B242 3
## Sample Program of Study for Full-time Pre-licensure Students

*Courses with the darkened background MUST be completed prior to entry into the nursing program*

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL B243*</td>
<td>BIOL B244*</td>
</tr>
<tr>
<td>ENGL B101*</td>
<td>CHEM B109*</td>
</tr>
<tr>
<td>MATH B111*</td>
<td>ENGL B102*</td>
</tr>
<tr>
<td>PSYC B101*</td>
<td>PSYC B209 or B321*</td>
</tr>
<tr>
<td>HIST B101, B102, B111,</td>
<td>SOCY B101*</td>
</tr>
<tr>
<td>B112, B 115, or B116</td>
<td></td>
</tr>
<tr>
<td><strong>total semester hours</strong></td>
<td><strong>16/18 total semester hours</strong></td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>Semester III</th>
<th>Semester IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL B230*</td>
<td>NURS B310</td>
</tr>
<tr>
<td>COMM B140, B201 or B230*</td>
<td>Biophysical Pathology</td>
</tr>
<tr>
<td>HRTM B242*</td>
<td>NURS B202</td>
</tr>
<tr>
<td>STAT B201*</td>
<td>Introduction to Professional Nursing</td>
</tr>
<tr>
<td>Language I</td>
<td>NURS B312</td>
</tr>
<tr>
<td></td>
<td>Health Assessment</td>
</tr>
<tr>
<td></td>
<td>Language II</td>
</tr>
<tr>
<td></td>
<td>Recommend Spanish</td>
</tr>
<tr>
<td><strong>total semester hours</strong></td>
<td><strong>16 total semester hours</strong></td>
</tr>
</tbody>
</table>

### JUNIOR YEAR

<table>
<thead>
<tr>
<th>Semester V</th>
<th>Semester VI</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS B320</td>
<td>NURS B356</td>
</tr>
<tr>
<td>NURS B326</td>
<td>Women’s Health Nursing</td>
</tr>
<tr>
<td>NURS B350</td>
<td>NURS B360</td>
</tr>
<tr>
<td>NURS B330 or ANTH B452</td>
<td>Gerontological &amp; Rehab. Nursing*</td>
</tr>
<tr>
<td><strong>total semester hours</strong></td>
<td><strong>15 total semester hours</strong></td>
</tr>
<tr>
<td><strong>clinical hours</strong></td>
<td><strong>90 clinical hours</strong></td>
</tr>
</tbody>
</table>

### SENIOR YEAR

<table>
<thead>
<tr>
<th>Semester VII</th>
<th>Semester VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS B410</td>
<td>ARTS, ARTH, MUSC, THEA</td>
</tr>
<tr>
<td>NURS B412</td>
<td>Professional Nursing Leadership &amp;</td>
</tr>
<tr>
<td>NURS B418</td>
<td>Management*</td>
</tr>
<tr>
<td>NURS B420</td>
<td>NURS B435</td>
</tr>
<tr>
<td></td>
<td>Trends &amp; Issues in Nursing)*</td>
</tr>
<tr>
<td><strong>total semester hours</strong></td>
<td><strong>15 total semester hours</strong></td>
</tr>
<tr>
<td><strong>clinical hours</strong></td>
<td><strong>165 clinical hours</strong></td>
</tr>
</tbody>
</table>

Minimum Credit Requirement for BSN Pre-licensure Program Completion: 127 Credits
BSN as Second Bachelors (pre-licensure) Track

**General Admission to the BSN Major**

Admission to the University of South Carolina Beaufort is determined by standard admission requirements. Incoming students with a Bachelor’s degree in another field who wish to pursue a nursing degree must have a cumulative GPA of 3.0 or above and an overall science GPA of 2.75 or above. Only equivalent transfer credits with grade of ‘C’ or higher will be applicable to the degree program. Credits accepted in transfer must be from an approved college or university. The final 32 credit hours of coursework must be taken at USCB to receive a degree from USCB.

Potential students are encouraged to meet with an academic advisor prior to general admission to determine eligibility and a recommended course of study. As admission to the nursing program is competitive, the GPA for applicants is usually significantly higher than the minimum 3.0 required.

Once the prior Bachelor’s Degree is verified by the Admissions Office, the general education requirements will be deemed as met. BSN program-specific requirements (taken at USCB or transferred in) that must be met for application to the nursing program are as follows:

<table>
<thead>
<tr>
<th>I. Professional Program Requirements (each with a grade of “C” or higher)</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statistics</strong></td>
<td></td>
</tr>
<tr>
<td>STAT B201</td>
<td>3</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>PSYC B101</td>
<td>3</td>
</tr>
<tr>
<td>PSYC B209 or B321</td>
<td>3</td>
</tr>
<tr>
<td><strong>Natural Sciences</strong></td>
<td></td>
</tr>
<tr>
<td>BIOL B243 or equivalent coursework</td>
<td>4</td>
</tr>
<tr>
<td>BIOL B244 or equivalent coursework</td>
<td>4</td>
</tr>
<tr>
<td>BIOL B230 or equivalent coursework</td>
<td>4</td>
</tr>
<tr>
<td>CHEM B109 or equivalent coursework</td>
<td>4</td>
</tr>
<tr>
<td><strong>Global Citizenship and Multicultural Understanding Studies</strong></td>
<td></td>
</tr>
<tr>
<td>ANTH B452 or NURS B330</td>
<td>3</td>
</tr>
<tr>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td>HRTM B242</td>
<td>3</td>
</tr>
</tbody>
</table>

Second degree students may apply for admission to the nursing major (Bachelor of Science in Nursing) no later than August 1st to begin the degree requirement clinical courses in the spring semester of each year. There are 43 credits required in specific courses for application to the BSN Pre-licensure track. All pre-licensure BSN track applications are now being processed through Nursing CAS. Visit [http://www.nursingcas.org](http://www.nursingcas.org) and click “Apply Here” to initiate your application. Detailed information on application to BSN Pre-licensure Track is available on the current departmental web site at [http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/nursing/pre-licensure_bsn/application_process_and_resources.html](http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/nursing/pre-licensure_bsn/application_process_and_resources.html)

Once accepted to the nursing program, the pre-licensure program consists of 69 credits along with electives to meet the 127 credit hours required for graduation.
RN-to-BSN Track

Admission Requirements

Potential students are encouraged to meet with a nursing advisor prior to general admission to determine eligibility and a recommended course of study.

Registered Nurse applicants must meet the following BSN program entrance requirements:

- Accepted for general admission to USCB
- Associate of Science degree in nursing or diploma in nursing
- Minimum cumulative collegiate GPA of 2.0 or above
- Current unencumbered South Carolina RN licensure
- Completion of prerequisite courses including all sciences, English, sociology, psychology and statistics. (Although it is recommended that the language and selected general education requirements be completed prior to the core nursing courses, the former may be completed at any time prior to graduation.)

Students who meet the above requirements and wish to apply to the RN to BSN track must submit the following:

- A completed USCB RN-BSN program application (application available online) at http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/nursing/rn-bsn_program/forms_and_resources.html
- One letter of reference describing the applicant’s clinical performance and potential for academic success (letter templates are available online at the above web site)
- A current professional resume
- Evidence of current unencumbered South Carolina RN license.

Formal admission into the Department of Nursing and Health Professions courses is contingent upon a negative criminal background check and drug screen and submission of health information including: PPD, tetanus/diphtheria/pertussis, immunity to chicken pox, HBV, rubella, and rubeola, and physical exam by a physician or nurse practitioner indicating satisfactory health status consistent with the ability requirements.

Transfer Credit

- Registered Nurse transfer students must have a cumulative GPA of 2.0 or better. A Transfer Credit Summary will be prepared by the Office of Admissions after receipt of a student’s official transcript from any college previously attended.
- Registered Nurse transfer students must have a cumulative GPA of 2.0 or better.
- Students may transfer equivalent courses for the general education requirements. The courses must meet the University requirements for transfer credit.
- Students may transfer equivalent courses within the nursing major. Junior and senior level BSN courses must be approved through a petition to the Nursing Student Affairs Committee and meet the University requirements for transfer credit. The last 32 hours of credit must be earned in residence at the University.
- The Department of Nursing and Health Professions abides by the statewide transfer and articulation plan developed for nursing programs within the state of South Carolina. This agreement allows for the award of 35 credits for acceptable lower division nursing course credits as advanced placement for the BSN program.

Advanced Placement

General education courses identified by the University can be used for advanced placement through CLEP examination. University departmental exams may be used for advanced placement if offered by the appropriate department and if the student meets the expected testing levels identified by the department.

Progression and Retention

Students enrolled in the RN to BSN Nursing major must abide by the following:

- A grade of ‘C’ or better is required in all courses.
- Any time that a nursing student incurs a second failure in the same course in the major requirement (NURS courses), he or she will be dismissed from the BSN program and is not eligible for re-entry. Any time that a nursing student incurs two failures in different courses of the major requirement (NURS courses), he or she will be dismissed from the BSN program and is not eligible for re-entry.
- A grade of ‘C’ or better in any course that is a prerequisite to other courses is required before progression to the next course.
- A system cumulative GPA of 2.0 must be maintained for continued enrollment in the RN to BSN track of the baccalaureate program.

In addition, students are required to submit the following on an annual basis to be eligible for registration in a clinical course:
- Updated health information including an annual PPD;
- Evidence of current nursing licensure in South Carolina where clinical experiences will occur;
- Updated standard precautions test, and
- Current CPR certification: CPR for the Professional Rescuer (American Red Cross) or Basic Life Support for Health Care Providers (American Heart Association) must be complete and documented before the deadline in order to preserve registration status.
- Proof of current health insurance coverage (require proof every semester student is enrolled in clinical course).

**Curriculum: RN-to-BSN Track**

USCB offers the Bachelor of Science with a major in Nursing. To qualify for graduation, a student must meet general education requirements and nursing core requirements as stated below:

I. **General Education and Professional Program Requirements**

   The following general education requirements or their equivalent must be completed or transferred in for credit (each with a grade of ‘C’ or higher). The final 32 credit hours of coursework must be taken at USCB to receive a degree from USCB.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English ENGL B101, B101L and B102 (each with a grade of ‘C’ or better)</td>
<td>6-7</td>
</tr>
<tr>
<td>Numerical and Analytical Reasoning MATH B111 or a higher level mathematics course</td>
<td>3-4</td>
</tr>
<tr>
<td>Speech  COMM B140, B201, or B230</td>
<td>3</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>3</td>
</tr>
<tr>
<td>HIST B101, B102, B111, B112, B115, or B116</td>
<td>3</td>
</tr>
<tr>
<td>Fine Arts¹</td>
<td>3</td>
</tr>
<tr>
<td>PSYC B101¹</td>
<td>3</td>
</tr>
<tr>
<td>SOCY B101 (or higher)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC B209 or B321</td>
<td>3</td>
</tr>
<tr>
<td>Natural Sciences BIOL B243, BIOL B244 with lab or the equivalent coursework²</td>
<td>8</td>
</tr>
<tr>
<td>Foreign Languages¹</td>
<td>6</td>
</tr>
</tbody>
</table>

   Students shall demonstrate in one foreign language the ability to comprehend the topic and main ideas in written and, with the exception of Latin and Ancient Greek, spoken texts on familiar subjects. For foreign languages taught at USCB, this requirement may be satisfied and credit earned by proficiency. For all other foreign languages, the requirement is waived but no credit is earned by demonstrating an equivalent proficiency.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Citizenship and Multicultural Understanding Studies</td>
<td>3</td>
</tr>
<tr>
<td>ANTH B452 or NURS B330</td>
<td></td>
</tr>
</tbody>
</table>

II. **Program Requirements**

   BIOL B230 or the equivalent coursework³ | 4       |

III. **Core Nursing Requirements**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS B301 Role Development in Nursing as a Profession</td>
<td>3</td>
</tr>
<tr>
<td>NURS B310 Biophysical Pathology</td>
<td>3</td>
</tr>
<tr>
<td>NURS B312 Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>NURS B350 Nursing Research</td>
<td>3</td>
</tr>
<tr>
<td>NURS B360 Gerontological and Rehabilitation Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS B401 Healthcare Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>NURS B410 Professional Nursing Leadership and Management</td>
<td>4</td>
</tr>
<tr>
<td>NURS B418 Community Health Nursing</td>
<td>5</td>
</tr>
<tr>
<td>NURS B420 Trends and Issues in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS B441 Capstone: Professional Nursing Project</td>
<td>5</td>
</tr>
</tbody>
</table>

**Advanced Placement for RN to BSN students who meet requirements** | 35      |

**Electives** | 6       |

**Total hours required** | 127     |
1 Courses from ARTH (Art History), ARTS (Studio Art), MUSC (Music), or THEA (theater arts).
2 One course in anatomy including a laboratory; one course in physiology including a laboratory.
3 Waiver of Foreign Language Requirement for Bilingual Speakers: Students whose native language is other than English and who have scored either 550 on the paper-based, 213 on the computer-based, or 77 on the internet based Test of English as a Foreign Language (TOEFL), are exempt, without credit, from USCB’s language requirement. English-speaking students who document or certify native or near-native proficiency in a language other than English are also exempt, without credit, from this requirement. This requirement should be discussed with your department chair.

*Denotes courses that must be taken prior to enrollment in the core (NURS) nursing courses with the exception of NURS B312

SECTION 2 – GENERAL POLICIES, PROCEDURES, AND GUIDELINES

Students in the BSN program are expected to be familiar with and abide by the following policies and procedures.

Academic Advisement

All BSN majors are advised by academic advisors in the Department of Nursing and Health Professions. Students must be advised for courses each semester and will not be cleared to register until advisement has occurred. Students must also contact the designated advisor regarding a decision to drop or add a course or to alter the planned program of study. In addition, students are encouraged to contact the academic advisor with any academic concerns.

Academic Forgiveness

The Academic Forgiveness Policy applies only to those courses that are not designated as program-related or nursing (NURS) courses. As stated in the policy, specific degree program requirements take precedence over the Academic Forgiveness policy. The policy can be viewed in the University Bulletin.

The first law of academic life is intellectual honesty. Students of the university are expected to be honest and forthright in their academic endeavors. The following acts of academic dishonesty subject to disciplinary action include but are not limited to: lying, plagiarism, bribery, cheating and academic misconduct (see also USC-Beaufort Student Handbook).

USCB reserves the right to decline admission, to suspend or to require the withdrawal of a student from the university if the appropriate hearing body or official determines that this course of action is in the best interest of the student body. Registration at the university assumes the student’s acceptance of responsibility for compliance with all regulations published in the USCB Student Handbook, as well as any rules found in any other official publication.

USCB Cheating Policy

If an instructor suspects cheating on an exam, the student will be dismissed from the classroom, the exam will be collected and given a grade of zero (0) and the student referred to honor court.

USCB Plagiarism Policy

Plagiarism, even a first offense, may result in a failing grade for the course. For more information on campus policies see the USCB Undergraduate Bulletin. For more information on plagiarism, see the Library Website.

Attendance Policy

Nursing students are expected to attend and be punctual for ALL classes, clinical days, and laboratory experiences. This policy exceeds University requirements in order to prepare students for professional practice. It is the belief of the Department of Nursing and Health Professions that classroom attendance is important to academic achievement and professional development. Since nursing is a practice discipline, safe performance requires that learning in theory class be transferred to clinical decision making. Students are expected to communicate with the instructor regarding absence from class, clinical, or lab. The student is responsible for notifying the instructor in advance of any absence by email or telephone. Students are expected to show courtesy toward others in the classroom. This includes being on time to class. Unexcused tardiness or absenteeism from the classroom, laboratory, or clinical area will result in a progression contract and potential termination from the program.
Make-up Class Work Exams, and/or Quizzes

Students are expected to communicate in advance with the instructor regarding absence from class/clinical/lab. The student is responsible for scheduling a time to make up class work. The make-up option is dependent upon the student notifying the instructor in advance of the absence.

The option, method, and location for make-up work including class content, quizzes, exams, clinical, and/or lab will be determined by the instructor. The student is responsible for initiating all make-up arrangements. It is expected that make-up work will be completed within a week of the originally scheduled date or at the discretion of the instructor. Failure to make arrangements in a timely manner will result in a grade of zero (0) for the particular learning activity or assessment.

Tardiness, incivility, or failure to submit coursework on time may result in being placed on a “progression contract”. Failure to meet lab, clinical or course requirements may also result in being placed on a progression contract.

Absence from Laboratory Experience

Nursing skills lab is considered an important part of each clinical course. The Course Coordinator is to be notified if the student is to be absent. The student is responsible for scheduling a time to make up lab work. The make-up option is dependent upon the student notifying the instructor in advance of the absence. It is expected that make-up work will be completed within a week of the originally scheduled date or at the discretion of the instructor.

Absence from a Clinical Experience

Clinical experiences are planned to meet the course learning outcomes and based on hours of experience in the clinical setting. The clinical agency, clinical instructor, course coordinator and or clinical academic preceptor are to be notified prior to any absence or lateness. If the absence from the clinical experience is excused, it must be made up and rescheduled within the semester in a manner determined by the clinical faculty and course coordinator. The student is responsible for contacting the clinical instructor to arrange for a make-up date or experience. Tardiness is considered unprofessional behavior and may be considered an unexcused absence at the discretion of the instructor.

Clinical Experiences Policies

Clinical Safety Policy

A student may be required to withdraw from a clinical course before the term is completed. Circumstances that will precipitate withdrawal from a clinical course include but are not limited to the following: 1) the student does not continue to perform skills, which were previously tested and passed, in a satisfactory manner; 2) student has endangered a patient’s life or actually caused patient harm; 3) falsification of patient records; 4) confidentiality or other ethical violations; 5) failure to honor role boundaries (e.g. functions outside scope of practice, makes contact with a patient outside the clinical setting without instructor’s knowledge or prior approval); and 6) demonstrates a lack of integrity, responsibility or accountability; 7) failure to comply with the regulations & standards of behavior of the University and nursing program.

The student will be required to withdraw with a failing grade if it is past the deadline for withdrawal without a “WF.” If before the deadline, the student may withdraw with a “W” subject to the instructor’s discretion.

Following an instructor conference and signing of a written progression contract, the student has until the end of the semester to improve performance and earn a grade at the satisfactory level (Appendix A, Progression Contract Template). If, at the end of the semester evaluation, the student is not meeting all clinical/course objectives, the student will receive a failing grade. Once in place, progression contracts are applicable to all subsequent courses in the major.

Clinical Safety: Exempting Students from Clinical Assignments

Students with the following conditions: confirmed pregnancy, diagnosed immunological deficiencies, and/or any infectious process, may be excused from direct clinical interactions with clients as deemed fit by the clinical faculty and the Chair of the Department of Nursing and Health Professions. The decision to exempt a student from clinical experience will be made on a case-by-case basis by the faculty responsible for the clinical course. Decisions about longer exemptions (more than one clinical session) will be made in consultation with the
student's health care provider and appropriate USCB faculty/administrators. *Exemption from clinical settings may jeopardize a student’s progression in the major.*

**Clinical Safety: Medication Administration**

**Outcome to be met:** Medications are accurately dispensed in a safe and timely manner under the direction of a faculty member or clinical preceptor.

**Medications will be administered according to the following practices:**

- The nursing student will report a medication error or near error immediately to the clinical instructor or preceptor, the patient’s condition will be assessed, and the error will be reported to the charge nurse/nurse manager.
- The student making an error or the person discovering an error will complete the required documentation according to the clinical agency’s protocol. Faculty will assist the student with documentation as necessary.
- Medication errors include *but are not limited to* the following and will be considered unsafe practice:
  - Medication not administered according to the “seven rights,”
  - Inability to calculate correct dosage,
  - Administration of medication previously administered at the designated time,
  - Administration of a discontinued medication,
  - Omitting a prescribed medication,
  - Medications left at bedside not in keeping with hospital policy,
  - Absent co-signature on narcotic waste,
  - Reason for medication omission not documented,
  - Apical pulse, B/P not documented as indicated (i.e. pulse for Digoxin dose, B/P for antihypertensive),
  - Failure to document in a timely manner.
  - Failure to administer in the required timeframe.
- Students will be counseled after each medication error. Excessive medication errors will result in a failing clinical grade.
- Medication errors that endanger a patient’s life or actually cause patient harm can be grounds for immediate termination from the course and program.
- Documentation of medication errors will be maintained in the student’s record.

**Clinical Sites Transportation Policy**

Students are responsible for transportation to their clinical sites each semester. Sites used for student experiences are usually confined to within 50 miles of the USC Beaufort Hilton Head Gateway (HHG) Campus. For some courses, students may find it efficient to car pool. Some courses require the student to provide care within the home environment, thus, individual transportation is needed. It is the obligation of students to provide their own vehicle collision and/or bodily injury liability insurance for their personal vehicles. Neither the Department of Nursing and Health Professions nor the University of South Carolina Beaufort is responsible for any vehicle occurrences.

**Disabilities Accommodations for Students**

The USCB Department of Nursing and Health Professions is committed to providing reasonable accommodations for students with disabilities as directed by the Career and Disabilities Services Office. Students with disabilities are encouraged to contact the Career and Disabilities Services Office (Library Bldg. 843-208-8263) prior to or early in the student’s program to determine if reasonable accommodations can be provided. It is the student’s responsibility to communicate accommodations to all course faculty and, if alternate testing sites and times are required, give notice of at least 7 days before the test. Students with disabilities like all other students in the Nursing program must be able to continually meet core performance standards and functional abilities established to ensure that all students meet the objectives of the Nursing program (*University Bulletin*, Disabilities Services, Academic Support section).

**Dress Code for Clinical Placement Sites and Campus Laboratory Settings**

The dress code is designed to protect the personal safety of students while in the clinical area and to project a professional nursing image. Although this dress code is congruent with the majority of health care agencies in
the Lowcountry region, some agencies have more restrictive dress codes. Thus, it is necessary for students to follow the code of the agency where they are working and to check with the instructor prior to the first day of clinical education at a particular site.

Professional Attire
All professional attire and uniforms should be neat, clean, opaque (unable to see through), wrinkle free, and properly fitting with appropriate undergarments that are not visible. During clinical practice and in the campus nursing lab setting, nursing students are required to wear an approved uniform.

- Tan scrub top with USCB logo
- Navy scrub pants
- White shoes (fully enclosed, flat-heeled, non-canvas)
- White socks/hose
- White lab coat, full-length (must be long style)

Many community agencies require students to wear professional attire covered by a lab coat. Attire must adhere to USCB standards as well as the agency’s policy where the student is placed for clinical education. Acceptable dress includes: dresses, skirts or slacks, blouses, and shirts with collars. Dresses and skirts must be no shorter than 2 inches above the knees. Shorts or cut off pants (capri style) are not appropriate. Students are required to wear hose or socks at all times such that bare skin on the legs is not visible. Fully enclosed, flat-heeled, non-canvas shoes are required. All shoes must be kept clean and polished (if necessary). No flip-flops or sandals may be worn.

Student ID
Students are required to wear their name tag on the chest of the exterior garment, at all times. The name pin must be visible and should not be covered by stickers and/or pins. The tag must have the student’s name and identification as a USCB nursing student. Picture ID must be worn as provided by clinical agencies.

Hair
Hair should be tucked behind the ear to avoid contaminating the work environment. Hair, shoulder length or longer, should be pulled back and secured with neutral elastic. Hair decorations, such as bows and ornate barrettes are not acceptable. Hair should conform to natural hair colors and non-extreme styles.

For infection control purposes, moustaches and beards must be neatly groomed and close to the face.

Body Piercing and Other Jewelry
Body piercing jewelry must be removed prior to the clinical experience and skills lab. No more than one stud-style earring per earlobe may be worn. Religious necklaces and jewelry may be worn inside the uniform. For safety purposes, all rings other than simple wedding bands are to be left at home. Hospital regulations require that all jewelry is to be removed while a student is in the operating room.

Tattoos
All tattoos must be covered during the clinical and lab experiences, e.g., if a student has an ankle tattoo, it may be covered by pantsuit uniform and/or opaque hosiery. If the tattoo is in an area that cannot be covered by clothing, it is to be covered by a bandage.

Personal Hygiene
All students are required to maintain high standards of personal cleanliness.

- Any scent with a strong odor is not permitted, including cigarette smoke. Deodorant, make-up and hair products must be non-scented.
- Perfumes or colognes are not acceptable due to the potential for patient and staff sensitivity.
- Makeup should be minimal and conform to general body tones.
- Nails should be clean, well kept, and neutral colored, without designs and no longer than the tip of the finger. Due to their potential to harbor fungus and bacteria, artificial nails must not be worn.

Enforcement of Dress Code and Responsibility
By choosing to be a nursing student in the USCB Department of Nursing and Health Professions, each student has the responsibility to maintain a professional, neat, and clean image in compliance with this dress code policy. Faculty in the clinical sites shall observe the appearance of their students on a daily basis and insure compliance with standards. A student not in compliance may be asked to leave the clinical unit and will be considered absent and unexcused for the day.

**Equipment/Supplies**
Students will be responsible for purchasing required text books, software, and uniforms. Students must also purchase a watch with a second hand, stethoscope (with bell and diaphragm), bandage scissors, and pen light for personal use during clinical experiences.

**Essential Abilities for Nursing Students**
The USCB Department of Nursing and Health Professions requires all applicants and continuing students in all nursing programs to meet certain standards based on the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing (CCEN) Core Performance Standards. These standards describe requirements in the following six dimensions of ability/performance:

1. Critical thinking and related mental abilities
2. Communication and interpersonal abilities
3. Physical abilities
4. Hearing
5. Visual
6. Smell

A copy of the Essential Abilities Statement is found in Appendix A. Students must indicate their ability to comply with these standards prior to entering the clinical nursing sequence (see Health form). *Inability to perform any of these standards may result in removal from the nursing program. Students with concerns about their ability to meet these standards should contact the Career and Disabilities Services Office.*

**Evaluation of Curriculum and Faculty**
Students’ suggestions for development of the nursing curriculum and creation of Department of Nursing and Health Professions activities are welcomed by the Faculty. Students’ active participation in the learning process is essential. The faculty invite students to co-create the learning environment at USCB by participating in committees, task forces, and other participative groups.

Each student will be given the opportunity to evaluate the course and instructor at the end of the term. When doing the evaluations, thoughtfully consider the overall class experience, including areas that have been excellent as well as those that have room for growth or improvement.

Evaluations need to be as objective and constructive as possible. For example, it is helpful to give feedback as to what should the instructor KEEP, what should the instructor QUIT doing, and what could the instructor START doing to assist the student in learning. Learning to evaluate performance of self, colleagues, program effectiveness and educational programs is an integral part of being a professional.

**Expectations of USCB Nursing Students**

**Classroom**
- Arrives punctually to class.
- Notifies professor when unable to attend class.
- Completes reading assignments before class.
- Participates in and contributes to class discussion.
- Maintains appropriate classroom demeanor (e.g. remains in classroom until class is dismissed, returns from breaks on time, stays awake; refrains from having side conversations; attends to speaker during class; and allows others to hear and learn).
- Cell phone turned off during class and placed in the bucket or on designated desk.

**Skills Laboratory**
- Arrives punctually to lab.
- Notifies professor when unable to attend lab.
- Students are required to be in full uniform and adhere to dress code.
- Labs can only be changed with lab instructor’s permission.
- Students are required to attend all scheduled labs. Make-up labs must be arranged with lab instructor.
- Students are expected to learn and practice required skills in the nursing laboratory setting and to demonstrate competency in any skill(s) prior to performing it in the clinical setting.
- Maintains appropriate demeanor (e.g. remains in skills lab until class is dismissed, returns from breaks on time, stays awake; refrains from having side conversations; attends to speaker during class; and allows others to hear and learn).

Clinical
- Arrives punctually to the clinical area.
- Students are required to attend all scheduled clinical experiences.
- Notifies clinical instructor, agency, and clinical academic preceptor prior to any absence. Make-up clinical experiences must be arranged with course coordinator. Failure to do so may result in failure of the course.
- Prepares adequately for nursing responsibilities.
- Dresses professionally according to requirements.
- Maintains appropriate demeanor during clinical experiences (e.g. shows respect for patients and staff; maintains positive attitude toward learning; abides by ethical principles, remains in the clinical setting until clinical group is dismissed; returns from breaks on time; participates in clinical conferences; stays awake).
- Seeks assistance and instructor guidance when needed.
- Identifies own strengths and limitations.
- Completes all assigned clinical learning activities or assignments by specified date.

At any point in the program, a breach of these expectations (such as test failure(s), excessive absences, inappropriate dress or behavior, unpreparedness, lateness with assignments, or inappropriate communication) will result in the student being placed on a nursing program Progression Contract (Appendix P).

Final Examination
Dates for final examinations are determined by the final examination schedule found on the USCB website (academics/undergraduate/schedules). In any course which meets once a week, no quiz, test or examination should be given during the last class meeting prior to the regular final examination period. No final examination may be held outside of the published final examination dates and times without authorization from the Executive Vice Chancellor, Academic Affairs.

Grades & Grading
For didactic courses, the following Department of Nursing and Health Professions grading scale will appear on all course syllabi. The grading scale for BSN majors exceeds University requirements as is typical of most BSN programs.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>90-91</td>
</tr>
<tr>
<td>B</td>
<td>83-89</td>
</tr>
<tr>
<td>C+</td>
<td>81-82</td>
</tr>
<tr>
<td>C</td>
<td>75-80</td>
</tr>
<tr>
<td>D+</td>
<td>73-74</td>
</tr>
<tr>
<td>D</td>
<td>70-72</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

**Note:** A student must have an average of 75% or higher on the objective tests in order to progress. Once the student earns the minimum test average of 75% or higher, the weighted values of the objective tests, assignments and other course requirements will be added into the calculation. **EXCEPTIONS:** The following courses do not apply to the 75% test average rule: NURS B301, NURS B330, NURS B350, NURS B360, NURS B401, NURS B410, and NURS B420.

There will be no rounding of final course grades. (e.g., earning a cumulative score of 74.99% will result in a grade of D+).

Students who fail the clinical portion of the class—even if weighted only 10% or less—will automatically receive an ‘F’ for the course. If a student is unsuccessful in a course that includes clinical learning, the course must be repeated in its entirety.
Again, for courses that include lab and/or clinical components, the lab and clinical must be passed with a “satisfactory”. If an “unsatisfactory” grade is received in either the lab and/or clinical component of the course grade will automatically default to a D or F indicating unsatisfactory performance.

Policies and procedures regarding incomplete (“I”), withdrawal (“W”), withdrawal failure (“WF”) and no record (“NR”) grades are delineated in the Bulletin (University Bulletin).

Grade Access
Students’ grades are kept confidential in accordance with federal law, The Family Educational and Privacy Act (FERPA). Individual course grades may be obtained on Blackboard. Final course grades are available to students electronically. Student identification numbers and a secure PIN are required for access. The permanent address on file for each student is used for official correspondence from the Department of Nursing and Health Professions. Note: The only students who will automatically get a grade report in the mail or via their University email account are those who are scholastically deficient or ineligible to continue. Unofficial transcripts can be printed from Student Information Online. If students desire an official copy of grades, the grades may be obtained at the Student Development Office (Hargray Building). A student ID card must be presented. A complete official transcript may also be obtained from the University of South Carolina, Office of the Registrar, Columbia, South Carolina.

Graduation Requirements
To be eligible for graduation a student must meet all University and Department of Nursing and Health Professions requirements including a minimum GPA of 2.75 for pre-licensure program students and 2.0 for RN-to-BSN program students. Candidates for degrees must file formal applications prior to the last semester before graduation in accordance to the deadline set by the Registrar’s Office. This deadline is posted on the USCB website. Forms may be obtained online.

Eligibility to graduate with honors is determined according to standards set by the University Registrar. Recognition of honors at graduation is based on a student’s University of South Carolina cumulative GPA. ; the GPA is based on credits earned up to and including the semester prior to graduation. The final semester is not included. The USCB GPA must meet the requirement for honors. Students must complete at least 60 hours in residence at USCB to be eligible for honors consideration. The following are honors designations:

<table>
<thead>
<tr>
<th>Honor</th>
<th>Required GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summa Cum Laude</td>
<td>3.95 – 4.00</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.75 – 3.94</td>
</tr>
<tr>
<td>Cum Laude</td>
<td>3.50 – 3.749</td>
</tr>
</tbody>
</table>

An application form must be completed by the student. The student should start the process in the fall semester of the academic year in which they plan to graduate. It is the student’s responsibility to initiate the graduation application and complete the graduation survey, which are on the registrar’s website at http://www.uscb.edu/registrar/graduation/index.html. The student must meet with his or her advisor to begin the degree audit. Students who do not graduate during the graduation period for which they have applied must submit a new graduation application, along with the graduation application fee. Students must meet the appropriate application deadlines.

Grievance Procedure
The Department of Nursing and Health Professions strives to provide a positive learning environment for all students. However, if a substantive concern about the Nursing Program arises, the student should follow the procedure outlined below. A substantive concern is defined as a written statement by a student or group of students that describes a situation perceived by the student(s) to result in an injustice being done to the individual(s).

- Meet with the instructor to try and resolve the concern.
- If unable to resolve, submit concern in writing to the Chair, Department of Nursing and Health Professions.
- Department Chair will meet with the student(s) and attempt to resolve the concern.
- The student(s) will receive a written response to the concern within 2 weeks.
- Student concerns will be maintained in a secure file in the Nursing Department Office.
- Information regarding the number, type, and resolution of concerns is available to students upon request.

In the event that a student has a concern about a course or a clinical instructor, the student should first address the issue with the classroom, skills lab, or clinical instructor and then, the course coordinator. If the student is not satisfied with the response of the course coordinator, the student should follow the above procedure (see Figure 1).

**Health Requirements**
In addition to meeting the health requirements of the University, nursing students must meet certain health requirements as stated by the Department of Nursing and Health Professions. Student's health information, CPR for Healthcare Providers, Standard Precautions Test, and South Carolina Nursing License (if an RN student) must be current throughout the program and must not expire during any semester in which the student is enrolled in clinical courses or renewal must be documented in advance of the deadline.

Immunizations must be current as recommended by the CDC and required by clinical agencies. Documentation of yearly (at minimum) screening for tuberculosis is also required. A student with a positive PPD screening will be required to submit a chest x-ray report showing no evidence of active disease. No further chest x-rays will be
required for students without symptoms of active disease; however, clinical agencies may require completion of an annual “TB” test or PPD. Students receiving, or having completed preventive therapy, must submit documentation reflecting no active disease.

A current, Health Form must be completed annually by a healthcare provider and the clinical agency requirements form (Appendix B for pre-licensure student) (Appendix C for RN-to-BSN student) with appropriate documentation attached must be on file in the Nursing Department Office prior to the beginning of each clinical rotation and upon entry into the nursing course sequence for RN-BSN track students. In order to register in clinical courses for the semester, proper documentation must be provided.

CPR certification must be completed in one of the following ways: CPR for the Health Provider (American Red Cross) or Basic Life Support for Health Care Providers (American Heart Association). More information about these requirements can be obtained from the Nursing Department Office.

**Pregnancy**

Nursing is a challenging program of study, both physically and mentally. It brings students into health care settings where there is an increased risk of exposure to strenuous activity, communicable diseases, radiation and toxic substances. Neither University of South Carolina Beaufort nor its affiliating clinical agencies assume responsibility for any harm that might occur to a fetus or pregnant student. A pregnant student in the Department of Nursing and Health Professions is required to make her condition known to the Chair of the Department of Nursing and Health Professions, course coordinator, and to her clinical instructor.

Students who are pregnant during their nursing studies may continue in the program with the approval of their attending physician or health care provider. Documenting the pregnancy and obtaining permission from the student’s health care provider is the responsibility of the student and must be done as soon as the student realizes that she is pregnant.

**Statement of Responsibility/Waiver of Liability**

Students are required to sign a Student Release Form releasing USCB from all liability prior to beginning the first clinical course (Appendix G, Statement of Responsibility/Waiver of Liability).

**Standard Precautions/Health Protection for Faculty and Students**

All students and faculty are expected to provide quality care to all clients whatever their diagnosis. Faculty and students must be aware of policies and procedures to reduce the risk of infection to self and others. Students will be taught current information about preventing the acquiring and transmitting of infections and will be provided laboratory simulation practice using standard precautions.

All students in the Nursing Department must annually document their knowledge of standard precautions through completion of a software program entitled, “Standard Precautions Demonstration,” which includes a 10-item posttest1 (http://www.sc.edu/ehsquiz/test/bbp2.php). Upon completion of the training program and a score of 100 on the post-test, students must obtain a printout that documents successful completion of the post-test. The documentation must be submitted to the course coordinator and must be on file in the student’s record before the student is allowed to register for clinical courses, attend class, or begin clinical placements. RN’s and other students who are currently employed may produce documentation that they have successfully completed Standard Precautions Training in the workplace. This test can be accessed at the following website: http://www.sc.edu/ehsquiz/test/bbp2.php

In the event that a nursing student is exposed to an infectious disease, this occurrence is to be reported immediately to the instructor, the nurse manager of the clinical agency and the chair of the Department of Nursing and Health Professions at 843-208-8124. Such occurrences must also be documented in accordance with the policies of USCB (USCB Department of Public Safety; complete occurrence report) and the clinical agency to which the student is assigned at the time of exposure.

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1 Question #7 refers to the exposure procedure for nursing students in Columbia
Waivers

Students are required to sign an Authority for Release of Information (Appendix H).

In addition, students are required to sign prior to beginning the first clinical course either a Hepatitis B Vaccine/Waiver of Liability /Immunization in Progress (Appendix I) if they have started, but not completed the Hepatitis B vaccination series; or a Hepatitis Vaccine/Waiver of Liability/ Non-seroconverter (Appendix J) if they are a non-converter. If they refuse or have a non-reactive result titer, they should sign and submit the Hepatitis B Vaccine Waiver of Liability – Refusal to get vaccinated (Appendix K).

Students should sign prior to beginning the first clinical course a MMR Non-converter Form (Appendix L) if they have had the MMR series, a negative titer, a booster, and subsequent negative titer. Students should sign prior to beginning the first clinical course a Varicella Non-converter Form (Appendix M) if they have had the Varicella vaccine, a negative titer, a booster, and subsequent negative titer.

Honors

Each semester academic achievement is recognized by the USC President's Honor List (GPA of 4.0) or the Chancellor’s Honor List (GPA of 3.5 or higher; or 3.25 or higher for freshmen).

Insurance Requirements

Nursing students must carry their own health insurance and provide proof of coverage each semester enrolled in a clinical course. Students enrolled in clinical courses will purchase professional liability insurance yearly as part of their tuition fees. Further information about requirements can be obtained from the Department Office.

Name or Address Change

A student must notify the Office of the Registrar, and the Nursing Department Office of any changes in name, home address, phone number or email address. Change of name requires presentation of legal documentation.

Leave of Absence

USCB does NOT assign an automatic “W” or “Withdrawal” grade if you stop coming to class/lab/clinical or handing in assignments. You will receive an “F” to connote you failed the course. It is your responsibility to officially drop the course by the drop date.

Students who have been accepted to the nursing program and receive a (W) in their first semester in the program must reapply and compete with the next applicant pool. Student receipt of a “WF”, a “D”, or an “F” in a NURS course constitutes a nursing course failure.

A Leave of Absence request is the procedure by which a student successfully completes any nursing course(s) in which s/he is enrolled. Students wishing to take time out from the Nursing program for a particular semester should notify their advisor of their intent to take a leave of absence.

- Notify the appropriate advisor of the Department of Nursing and Health Professions in writing (Appendix N: Leave of Absence Form).
- To request reinstatement to the program, the student must schedule an appointment with the chair of the Department of Nursing and Health Professions the student’s goals and intent. A petition form (Appendix O) will need to be completed and filed.

Students must complete all nursing courses in three and a half calendar years after acceptance into the clinical courses.

Petitions Process

Students who have not been admitted to the BSN clinical courses (NURS) and who consider that they are entitled to relief from or deviation in the academic regulations of the University should apply to the University Admissions and Petitions Committee.

Students who feel they are entitled to relief from or deviation in the academic regulations of the Department of Nursing and Health Professions should apply through the petition process of the Grievance Procedure of the Department of Nursing and Health Professions (see procedure in this handbook). The Grievance form (Appendix D) should be completed and the process followed as outlined in Figure 1. The student’s academic advisor can assist the student with this process.
Simulation Center and Skills Learning Laboratory
The skills learning laboratory is an environment designed to provide the student with opportunities for practice of various skills using many varied instruments, equipment and supplies. The equipment and supplies present a need for safety awareness on the part of all persons in the laboratory environment. Therefore, children and non-nursing students are NOT permitted in the skills learning laboratory without permission of the course coordinator. If a student brings a child or a non-nursing student into the skills learning laboratory without permission, the student and un-approved visitor will be required to vacate the laboratory. The learning experience must be rescheduled within two weeks. Failure to follow this policy will be considered “unprofessional behavior” and will be reflected on the student’s course evaluation.

Student Conduct and Health Concerns
Nursing faculty has the responsibility to promote the safety of patients and others in clinical settings and to manage academic learning environments. Students have the responsibility to conduct themselves in a way that respects the safety, rights, and well-being of others and themselves. Students are expected to comply with the regulations and standards of behavior found in the following:

- The USCB University Bulletin
- The USCB Department of Nursing and Health Professions BSN Student Handbook
- SC Board of Nursing’s Laws Governing Nursing in South Carolina.
- The ANA Code of Ethics for Nurses.

Student behaviors that are threatening, clinically unsafe, or in violation of the above standards are prohibited, pose an unacceptable risk, and are subject to sanction, discipline, or dismissal from the nursing program. This includes behaviors resulting from any health problem including physical, mental, emotional, or substance abuse inclusive of alcohol, illegal drugs, and medication of any kind.

Impairment is defined as being under the influence of psychoactive substances and/or evidencing psychological or physical symptoms. This can be episodic or chronic and affect cognitive, interpersonal and psychomotor learning and performance. The use of psychoactive substances while performing or learning to perform nursing care is not acceptable. When a student’s performance is impaired, safe, effective care is at risk whether it occurs in the classroom, learning skills laboratory, or in the clinical setting.

1. If suspected impairment occurs in the clinical setting, the clinical instructor or the nurse manager of the clinical facility has the right to require that the student be tested for verification of possible impairment.
2. Clinical agency policies must be followed.
3. The student may be required to submit to an immediate drug and/or alcohol screen at a cost to the student.
4. Notification of the chair of the Department of Nursing and Health Professions will result in a confidential, preliminary inquiry including a mandatory meeting of the actually or potentially impaired student with the Department Chair and other appropriate persons.
5. Based on the outcome of this meeting, no further action may be recommended, or the Office of Student Development may be notified to request evaluation for potential drug and/or alcohol abuse or other health problems.

When any student behavior, as described above, becomes known to a nursing faculty member, the student will be removed from the clinical setting or other learning environment, and the department chair (or designee) is to be notified immediately. **The student must arrange for transportation home or to drug testing site.** In the event that the Department Chair (or designee) cannot be reached, the Executive Vice Chancellor of Academic Affairs or the Vice Chancellor for Student Development is to be notified immediately.

If the student behavior is caused, or believed to be caused, by a health problem, the student will be referred for appropriate evaluation and treatment. **Health problems** are defined as including any physical, mental, and/or emotional problem that interferes with any of the following: cognition, judgment, orientation, lucidity, decision making, or any behavior threatening or unsafe to self or others. Health problems are inclusive of alcohol or substance use/abuse. The Department Chair has the authority to remove the student from clinical or any learning activity until the student can demonstrate that the problem has been resolved. If the behavior in question is not sufficiently resolved, the student will be required to withdraw from the nursing program. Students who wish to grieve the Department Chair’s decision are directed to the University Grievance Procedure (see USC-Beaufort University Bulletin).
If a student’s evaluation results in identification of drug and/or alcohol abuse, the student will be required to withdraw from the nursing program and the Department of Nursing and Health Professions. If after appropriate verification, the student has achieved a state of recovery that is appropriate for continuance in the USC Beaufort Department of Nursing and Health Professions, the student may petition the Department for possible re-entry to the nursing program (Appendix O, Student Petition Form).

Faculty can require immediate drug testing if indicated. The student is personally and financially responsible for medical and/or psychological evaluation and obtaining treatment as needed. Depending on the situation, when a student requests return to the program or applies for readmission they are also required to submit documentation supporting the student’s treatment as well as ability and readiness to safely function in academic and clinical settings. The “Fit for Duty” form (Appendix F) form must be completed from a licensed health care provider. This “Fit for Duty” release form is required for return to class, lab and clinical following any health care problem, condition or surgical procedure.

**Significant Change in Health Status**

Students must report any significant change in their health status that impacts their ability to meet the USCB Nursing Program essential abilities or be in compliance with the health requirements outlined on the “Fit for Duty” form (Appendix E: Change in Health Status form; Appendix F: Fit for Duty form). *By definition, any situation that curtails clinical performance activities for more than one clinical absence or creates a pattern of absences (e.g. every other week), and/or involves a hospitalization/medical observation will be considered a “Significant Change in Health Status”.*

The following are common examples (not an exhaustive list) of changes in health status:

- diagnosis of mononucleosis or other infectious/communicable illnesses/diseases,
- disabling headache lasting more than one clinical week,
- pregnancy,
- fractures or other injuries affecting physical ability,
- hospitalizations,
- behavioral health issues or
- other emergency events.

A variety of factors, including length of time (more than one clinical absence or a pattern of absences), hospitalization/medical observation, clinical agency policies, and adherence to the usual standard of medical care, will enter into the determination of what kind of documentation is required before a student can return to clinical experiences.

1. **The Length of Absence from Clinical.** If the resolution of the health problem requires more than one clinical absence, the Change of Health status will be deemed significant, and will require documentation and signature by a provider stating that the student is fit for duty.

2. **Hospitalization/medical observation** will be considered a significant change in health status and will require documentation and signature by a provider stating that the student is fit for duty.

3. **Compliance with Clinical Agency Policies.** USCB Nursing students and faculty must meet the health requirements of our clinical affiliates. If a student has had a significant change in health status as determined above, documentation and signature by a provider stating that the student is fit for duty will be required.

4. **Adherence to the usual Standard of Care.** If medical, psychological, and other types of interventions are ordinarily part of care, [e.g., rest, limitation of weight-bearing, use of casts/boots, crutches, restrictions on lifting, medications that alter cognition, etc.], students may not return to clinical until they provide documentation and signature from a provider stating that the student is fit for duty.

**Clinical instructors** will assess the situation regarding student clinical participation. The instructor, in consultation with the Course Coordinator and the Department Chair of the USCB Department of Nursing and Health Professions, will make the decision as to whether the student has had a “Significant Change in Health Status and the kind of documentation needed prior to returning to clinical.
Social Media Use
Faculty of the USCB Department of Nursing and Health Professions endorse the standards delineated in the National Council of State Boards of Nursing publication: A Nurse’s Guide to the Use of Social Media (NCSBN, 2011). These guidelines can be found at: https://www.ncsbn.org/3739.htm. Guidelines are further described in a later section of this Handbook.

Workman’s Compensation
Nursing students are covered by Workman’s Compensation while engaged in clinical laboratory activities (From SC Code of Laws 42-7-60). Any nursing student who is injured in the clinical laboratory should report the incident to the clinical faculty and should contact the Department of Public Safety at USCB to file an incident form.

SECTION 3 – PRE-LICENSEURE STUDENTS ACADEMIC POLICIES

Achievement Testing Program
All pre-licensure, BSN students are required to participate in achievement testing to enhance student success in the nursing education program and on the NCLEX-RN® exam. This required activity demonstrates content mastery and better prepares students for licensure and assists the nursing faculty in providing the necessary academic and curriculum support as indicated by student performance. For each course that requires achievement testing, students must take the assessment test(s) and complete any required activities in order to complete the course. All integrated achievement tests must be taken in an assigned, proctored setting.

Students who do not achieve target scores will be required to participate in learning enhancement of relevant content areas. A grade of “I” will be awarded if the learning enhancement is not completed by the last day of classes. After the assessment testing requirements have been met, the appropriate letter grade will be entered. Students may not progress to the next level until they have successfully completed all required supplemental testing and learning enhancement, and have earned a “C” or better in the course. The achievement testing program is associated with an additional fee for BSN pre-licensure students to be paid each semester. Students must adhere to the Academic Code of Conduct during testing. Personal computers, cell phones, notes and books will not be permitted in the testing area.

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<thead>
<tr>
<th>202</th>
<th>310</th>
<th>312</th>
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<tr>
<td>Critical Thinking Fundamentals</td>
<td>Pathophysiology</td>
<td>Wellness/Physical Assessment</td>
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<td>320</td>
<td>326</td>
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<td>Pharmacology</td>
<td>Comprehensive Medical-Surgical</td>
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<td>OB/GYN and Growth and Development</td>
<td>Pediatrics</td>
<td>Gerontology</td>
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<td>Management and Professional Issues</td>
<td>Psychosocial</td>
<td>Community Health</td>
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<td>425</td>
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<td>Prior to sitting for NCLEX-RN</td>
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<td>Pharmacological/Parental Therapy Diagnostic Secure Predictor(s)</td>
<td>Nursing Assessment</td>
<td>Readiness</td>
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Licensure - Pre-licensure Students

Professional licensure is required to practice nursing as a Registered Nurse (RN). The RN licensure examination, called the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) is administered via computer at any one of many test centers across the United States and its territories. During the last semester, seniors receive information about applying for the NCLEX-RN®. Students who wish to obtain licensure outside South Carolina must contact the board responsible for nurse licensure in that state. Students are encouraged to seek out pertinent information early in their senior year in order to meet required deadlines.

Progression through the BSN curriculum does not guarantee eligibility to take the NCLEX-RN®. If the student has ever been convicted of a crime (excluding minor traffic violations) the student must consult the State Board of Nursing regarding current policy that may be applicable to the specific circumstances, prior to applying for the NCLEX-RN exam. Note that legislation authorizes the South Carolina Board of Nursing to require a criminal background check and drug screen prior to granting nurse licensure.

For information about taking the exam in South Carolina, students should go to the South Carolina Board of Nursing website at www.llr.state.sc.us/pol/nursing. The South Carolina Board of Nursing can also be contacted by telephone at: 803-896-4550.

Additional information about the NCLEX-RN can be obtained by going to the National Council of Boards of Nursing (NCSBN) at https://www.ncsbn.org/nclex.htm.

Testing Policy

Tests are measures of the student's ability to understand, apply, and analyze the concepts covered in the course so far. The following policies will be followed for every testing situation in courses with the NURS B prefix:

- Only pencils/erasers on desk.
- Place backpacks and purses in front or side of room.
- No Water Bottles (unless okayed by instructor) - No Caps/Hats/Scarves - Cell Phones off and with instructor. Any and all items are subject to inspection before and during the test.
- Wear a watch - tests are timed (for multiple-choice and multiple select question tests)
  - NURS B202, 310, 312 = 90 seconds per test item
  - NURS B326, 356, 358, 412, 415, 418 = 75 seconds per test item
  - NURS B410, 425 = 60 seconds per test item
- NO BATHROOM BREAKS or leaving the room at any time during the test (unless permitted by the instructor). If student leaves the room without permission, the test is ended for that student.
- Wear Ear Plugs! Especially if any environmental noise, or students leaving the test, may be distracting to you.
- No verbal questions about a test item are allowed by students to avoid disruption to the whole room. Any questions may be presented after testing is done.

SECTION 4 – RN-to-BSN STUDENTS ACADEMIC POLICIES

Licensure - RN-to-BSN Students

All USCB Department of Nursing and Health Professions undergraduate RN-BSN students must have a current unencumbered South Carolina RN license when admitted and must maintain it throughout the program. For out-of-state students, licensure is required in the state where the student will participate in clinical education. Applications for renewal of licenses should be made early to allow for processing to be complete prior to enrollment. In 2005, South Carolina became a member of the “Multi-state Nurse Licensure Compact.” Thus, out-of-state RN-BSN students who come from another “Compact State,” may be eligible to practice in South Carolina according to the Laws Governing Nursing in South Carolina. Georgia is not a member of the Compact. For further information, consult the South Carolina Board of Nursing website.
Online Learning

Successful online learners are actively interacting with other students and with faculty. Online learning material is presented in a variety of ways including video, links to outside learning environment websites, case studies, and discussions, to name a few. Online learning technology is accessible “anytime, anywhere” which makes it convenient for the student.

Successful online students have some common characteristics. They are:

- Highly motivated, independent, and active learners
- Able to maintain disciplined study without external reminders
- Adaptable to new learning environments
- Willing to ask for help
- Comfortable with technology
- Possess good organizational and time management skills

USCB offers computer stations for student use. All guidelines related to responsible computing can be found at http://www.uts.sc.edu/ by clicking on the “A-Z Index” tab and locating the document entitled, Responsible Computing Guidelines.

Anyone needing technical support and help with Blackboard or Tegrity should seek assistance from USC Columbia by sending an email to bbsupport@sc.edu or by calling (803) 777-1800, Monday through Friday from 8:00 a.m. to 6:00 p.m.

SECTION 5 – RESOURCES AND STANDARDS

APA Style Overview: 6th Edition

The Publication Manual of the American Psychological Association, 6th ed. (2010) is the APA style manual describing the editorial style that many of the social and behavioral sciences use to present written material in professional journals. Guidelines and page numbers from the manual are summarized below. Students should refer to the manual only as it is the official authority on format (websites and other sources may be inaccurate). The APA Manual should be followed (Any alterations in APA style should be clearly described by assigning course professor).

Spacing, Margins, and Font Size (pp. 228-229)

The paper should be double-spaced throughout all pages. Use one inch margins on all sides. Times New Roman, 12 pt is the preferred font. Use the flush-left style and do not right justify. Oftentimes, Microsoft Word defaults to add 10 extra lines after every paragraph. Make sure that you remove this requirement for your paper:

Page Numbers and Running Head (pp. 229-230)
Pages should be numbered consecutively, beginning with the title page. Place page numbers in the upper right hand corner. A running head is printed at the top left of each page of published articles.

**Title Page (p. 229)**
Include a title page with your paper. Include title of paper, your name, and institutional affiliation (i.e. USCB).

**Headings (p. 62)**
For a short paper, 1-3 levels of headings may be adequate. Examples are shown below. The introduction to a manuscript does not carry a heading.

**Heading Samples**
Level One is Centered, Boldface, Uppercase and Lowercase Heading
Level Two is Flush Left, Boldface, Uppercase and Lowercase Side Heading
Level three is indented, boldface, lowercase paragraph heading ending with a period.

**Seriation (pp. 63-64)**
Within a sentence, identify elements in a series by lowercase letters in parentheses. For example:

The participant’s three choices were: (a) working with one other person, (b) working with a team, and (c) working alone.

Itemized conclusions or steps in a procedure may be identified by numbers or bullets. Indent each list. See the example below:

1. Individuals who . . . . . .
2. Nondepressed persons exposed to . . . . . .

Alternatively, bullets may be used when ordinal position is not important.

- equality, social justice, and equal opportunity;
- sensitivity to individual differences;
- affirmative actions.

**References**

**Citing a Reference within the Paper (p. 174-179)**
[Example] A combination of sensory and procedural information has been found to help patients decrease emotional reactions (Leventhal & Johnson, 2009).

- When a work has two authors, cite both names every time the reference occurs in the paper.
- When a work has 3-5 authors, cite all authors the first time the reference occurs. In subsequent citations, include only the last name of the first author followed by et al. (with a period after al) and the year.
- When a work has 6 or more authors, cite only the last name of the first author followed by et al. and the year, for the first and subsequent citations.

**Citing Titles of Books and Articles in the Paper (p. 91, 101, 104)**
Italize book and journal titles, and capitalize major words (4 letters or more)
Example: In her book, *History of Pathology*, she wrote.....
Place journal article titles or EBP guideline titles in parentheses, and capitalize major words
Example: The criticism of the article, “Attitudes Towards Mental Health Workers” was positive.....
Quotation Taken Directly from a source (p. 170)
The author stated, “The effect disappeared within minutes” (Lopez, 2008, p. 312), but she did not say which effect.

Reference List (pp. 198-210)

Samples of References

Book

Journal Article Retrieved Online with URL, no DOI Available

Journal Article Retrieved Online, with DOI

Journal Article: Paper Journal

Technical Report

Electronic Website, No Author

Bulletin Boards
The Nursing Program bulletin board is located on the second floor of the Science and Technology Building next to the Simulation Center. It is intended to provide information of interest to students including scholarships, jobs, and student organizations.

Career Services
Career Services is part of the network of free support services provided through Student Development. The Career Services Office can assist students with the following:

- career planning and job searches
- career counseling
- the South Carolina Occupational Information System (SCOIS)
- access to and support of the USC career website
- information on graduate schools
- resume and cover letter assistance

The Career Services Office is located on the Hilton Head Gateway Campus in the Library building.
Computer Technology

Students are required to have a dedicated personal computer, internet and printing access. Students may purchase computers with the University discount by going to the following site:

http://uts.sc.edu/computerpurchase/index.shtml. Guidelines regarding computer specifications for compatibility with University computers and software may be found at: http://uts.sc.edu/index.shtml.

Counseling Services for Students

USC Beaufort offers counseling services to any student experiencing transition to college issues, depression, anxiety, grief, sexual identity questions, suicidal ideations, and other concerns that interfere with general well-being. Contact the Offices of Counseling and Disability Services or the Student Development Office for more information.

Course Syllabi Availability

Department of Nursing and Health Professions course syllabi and course materials will be posted on Blackboard prior to the first day of classes.

Dining Facilities

The University operates the Cyber Café in the HHG Campus library where coffee, pastries, salads, soft drinks and sandwiches can be purchased. Check with the Café for hours. The café is often closed during academic break times.

The Campus Center serves meals in the facility on the Hilton Head Gateway campus. Hours of operation are Monday through Friday at the following times during regular semesters:

- Breakfast 7:30 am - 9:30 am Monday-Friday
- Lunch 10:30 am - 3:00 pm Monday-Thursday
- Lunch 10:30 am - 2:00 pm Friday
- Dinner 5:00 pm - 7:30 pm Monday-Thursday

Fees for the Nursing Department and the University

The following fees will be assessed in addition to the general tuition:

- Lab fees and simulation lab supplies (approximately $250 per semester)
- Assessment testing (approximately $110 per semester)

Students will also be responsible for:

- Uniforms: 2-3 tan scrub tops, 2-3 navy scrub pants, one full length white lab coat, white shoes(approximately $300-350 for the duration of clinical courses)
- Clinical instruments: stethoscope, bandage scissors, pen-light, watch with second hand (cost variable)
- Books (approximately $600-800 per year with sophomore year as the most expensive)
- Criminal background check and drug screen (approximately $135 expense) prior to entry and again prior to junior and senior level clinical placements.
- Personal health insurance (need proof each semester)
- Parking fees, parking tickets
- Immunization Titers and Health Clearance Requirements ($500-700 sophomore year; cost of annual physical, annual flu shot, and required TB tests junior and senior years)

Note that graduates will be required to submit to an additional criminal background check and drug screen as a condition for South Carolina RN licensure application. The costs associated with these items; graduation & application for licensure are not included.

Financial Assistance

University financial aid programs are coordinated by the USCB Office of Student Financial Aid and Scholarships. The office provides information regarding scholarships, grants, work-study programs, and student loans. Applications are available at the Office of Financial Aid located in the Student Development Office
(Hargray Building). Students interested in obtaining student aid are encouraged to make an appointment with a financial aid counselor.

**Fire Evacuation Procedures for the Department**

The Fire Evacuation Procedure must be used in the event of a fire in the Science and Technology Building. Although the fire alarms in the building are tested occasionally, any alarm lasting more than 20 seconds should be considered a signal that a real fire is occurring. Nursing students should exit the building from the second floor Science and Technology Building via one of the three available staircases. In such an event, faculty must ensure that all students have left the building. The Department Chair (or designee) will report to the fire fighters when the second floor is clear.

**Internet Use**

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. It is important to remember that information posted on YouTube, Facebook, Myspace, Twitter, etc. is available to everyone in the world who has internet access, including USCB faculty and staff as well as potential employers. 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. Students are urged to take this into consideration when posting on these or other internet networks. The best postings adhere to appropriate internet etiquette, portray a professional network identity, and do not contain content that can identify the individual university or any agency in a damaging manner. Refer to the Social Media guidelines at [https://www.ncsbn.org/3739.htm](https://www.ncsbn.org/3739.htm)

### ANA’s Principles for Social Networking

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

### Tips to Avoid Problems

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

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References:


www.NursingWorld.org
Use of Electronic Devices in the Classroom and the Clinical Setting

- Faculty of the Department of Nursing and Health Professions encourage the use of new technologies and application of the latest information in conducting patient care. Electronic devices may be used to research pertinent medical information and drug guides.

- A personal camera may not be accessed at any time while in a clinical care area or in a client’s home. Students may not use personal cameras to take pictures of patients or pictures of anything related to clinical care.

- Patient privacy is to be respected. Healthcare data that identifies a patient is not to be removed or transmitted from the clinical site. Lab values and other assessment can be transferred to clinical paperwork as long as no patient names or identifying numbers are connected to the data. If there are any questions or concerns about whether or not certain data can be shared, stored or transmitted, students agree to seek clarification. It is important to err on the side of caution.

- Students acknowledge that under the Health Insurance Portability and Accountability Act (HIPAA) and its regulations, patient information is confidential. Students further acknowledge that health care providers have patient privacy policies which students are required to observe. Students who violate patient privacy information during clinical practicum with the use of electronic devices commit HIPAA violations and will be subject to the HIPAA infractions policy of the clinical agency and possible dismissal from the nursing program.

- Electronic devices used in clinical or classroom setting will always be in airplane or silent/vibrate mode at all times.

- Electronic devices in the clinical area or skills lab may be used to look up information about drugs, diseases, diagnostic tests or other clinical information. Students may be required to explain why they are using electronic devices, so that clients or staff members understand the purpose of using the device.

- No texting, e-mailing, or use of any electronic device of any type will be done in front of a client or clinical agency staff member, unless the student has express permission of the faculty member.

- Faculty may validate that students are using electronic devices in the clinical area or skills lab for purposes related to their clinical training.

- A written warning will be given for the first violation of using electronic devices for socializing during clinical time. A clinical failure will be given for the second violation.

- Just as other medical equipment may act as a reservoir for microorganisms and contribute to the transfer of pathogens, so may electronic devices. Be sure to disinfect/decontaminate them as needed.

- No personal electronic devices are allowed during any exams. Students with special accommodations requiring a special device must have documentation from the Career and Disabilities Office.

- Be respectful to the patient at all times and ensure that your entire attention is focused on the patient when you are in the patient’s room.

Libraries

USC Beaufort’s main library is located behind the Hargray Building on the Hilton Head Gateway Campus in Bluffton. All of the nursing references are located in the main library. The University also maintains a smaller library on the Historic Beaufort (HB) Campus. The HB Campus library is located in the Sandstone Building on Boundary Street. The HHG Campus library supports an information commons area, collaborative computer center, foreign language laboratory, small individual carrels, small rooms for group study and The Cyber Café. The HB Campus library serves as one of a dozen of full-depository libraries in South Carolina for state government documents. Both libraries contain distance education viewing rooms. Computerized literature searches and photocopiers are also available for use at the USC Beaufort libraries. A fee may be involved for these services. Library hours vary by semester and the University calendar. Please check with the library for posted hours.
Letters of Recommendation

To be in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), any student or graduate requesting a letter of recommendation from a faculty member must provide the faculty member with a written request and release of information that includes the following:

“I give permission for Professor ______________ to write a letter of recommendation to (name and address where the reference should be addressed).

Prof. _______________ has my permission to include my grades, GPA, and class rank in this letter. I waive my right to review a copy of this letter at any time in the future.”

Lounges

Student recreation activities and an exercise facility are available in the Recreation Building on the Hilton Head Gateway Campus. USCB is a tobacco-free campus and smoking is not permitted anywhere on campus.

Parking

During the fall and spring semesters, commuting students are required to register automobiles and have parking decals in order to park on campus. To register, go to www.uscb.edu and follow the directions under Public Safety.

Professional Organization for Undergraduate Students

Students are encouraged to actively participate in all campus organizations. A USCB chapter of the National Student Nurses Association (SNA) has been established and sponsors regular meetings and activities. Membership in the USCB SNA Chapter is open to all nursing and pre-nursing students in the college. Over 53,000 nursing students in associate degree, diploma, baccalaureate, generic masters, generic doctoral or pre-nursing programs have joined the National Student Nurses Association and are taking advantage of the many programs, services, product discounts, and leadership opportunities that NSNA offers.

The mission of the Student Nurses Association is to:

- Bring together and mentor students preparing for initial licensure as registered nurses, as well as those enrolled in baccalaureate completion programs.
- Convey the standards and ethics of the nursing profession.
- Promote development of the skills that students will need as responsible and accountable members of the nursing profession.
- Advocate for high quality, evidence-based, affordable and accessible health care.
- Advocate for and contribute to advances in nursing education.
- Develop nursing students who are prepared to lead the profession in the future.

Benefits of belonging to the SNA include discounts and access to study tools, nursing journal subscription and books, health insurance, professional liability insurance, leadership development, and attendance at conference.

Look for meeting/event notices or contact the Department of Nursing and Health Professions office for meeting information. The SNA maintains a bulletin board on the second floor of the Science Building next to the Simulation Center/Nursing Laboratory and a website linked to the department home page (click here for website).
National Student Nurses’ Association, Inc.® Student Rights and Responsibilities

Organized 1953, Incorporated 1959, Amended April 2007

Preamble

We, students of nursing preparing for initial licensure as registered nurses, as well as those nurses enrolled in baccalaureate completion programs, believe there is a common need to organize, to represent ourselves to the consumer and other health disciplines, and to assume our rightful place in the profession of nursing.

We believe every citizen has a right to the highest quality of health care. We believe in the development of the whole person toward his/her professional role with its rights, responsibilities and ideals. We believe every right bears inherent responsibility. We believe responsibilities are participatory, not purely philosophical or ideological, and we believe the quality and quantity of participation are not exclusive, but bear the responsibility of participation.

Rights/Responsibilities

Students have a right to and a responsibility for:

- having a creative sound education opportunity;
- having the highest quality practitioner-teacher;
- achieving input into curriculum planning;
- achieving self-directed learning;
- achieving equal participation in all areas of clinical practice;
- participating in interdisciplinary activities;
- due process;
- insuring peer review and self-evaluation;
- the privileges of internal governance;
- organizing and participating in an organization directed toward achieving professional goals;
- facilitating change in health care delivery through various channels;
- assembling and exploring fundamental and current professional issues and concerns;
- organizing in a flexible structure to encompass and represent the diversities within nursing and be representative of the fundamental and current professional issues and concerns; and
- fostering a better correlation between nursing education and practice.
National Student Nurses’ Association, Inc.® Code of Ethics

Part I: Code of Professional Conduct

The Code of Professional Conduct provides a high standard of behavior (guided by ideals and values) that is expected of students who participate in NSNA® activities. The document introduces students to the principles of professional and personal conduct and prepares them to become involved in professional societies and associations.

The Code of Ethics (when both parts are completed), taken in concert with the NSNA® Student Bill of Rights and Responsibilities for Students of Nursing, provides comprehensive guidelines that set the tone for professional development.

As a member of the National Student Nurses’ Association, I pledge to:

- Maintain the highest standard of personal and professional conduct.
- Actively promote and encourage the highest level of ethics within nursing education, the profession of nursing, and the student nurses’ association.
- Uphold all Bylaws and regulations relating to the student nurses’ association at the chapter, state and national levels, reserving the right to criticize rules and laws constructively, but respecting the rules and laws as long as they prevail.
- Strive for excellence in all aspects of decision-making and management at all levels of the student nurses’ association.
- Use only legal and ethical principles in all association decisions and activities.
- Ensure the proper use of all association funds.
- Serve all members of the student nurses’ association impartially, provide no special privilege to any individual member, and accept no personal compensation from another member or non-member.
- Maintain the confidentiality of privileged information entrusted or known to me by virtue of an elected or appointed position in the association.
- Refuse to engage in, or condone, discrimination on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
- Refrain from any form of cheating or dishonesty, and take action to report dishonorable practices to proper authorities using established channels.
- Always communicate internal and external association statements in a truthful and accurate manner by ensuring that there is integrity in the data and information used by the student nurses association.
- Cooperate in every reasonable and proper way with association volunteers and staff, and work with them in the advocacy of student rights and responsibilities and the advancement of the profession of nursing.
- Use every opportunity to improve faculty understanding of the role of the student nurses association.
- Use every opportunity to raise awareness of the student nurses’ association’s mission, purpose, and goals at the school chapter level.
- Promote and encourage entering nursing students to join and become active in NSNA.
- Promote and encourage graduating seniors to continue their involvement by joining professional nurses’ associations upon licensure as registered nurses.

Adopted by the 1999 House of Delegates, Pittsburgh, PA, at the 47th Annual NSNA® Convention.

References: American Society of Association Executives and the National Society for Fundraising Executives

Professional Conduct Policy

NSNA® elected and appointed officials and candidates should be aware of the very public nature of their role during their candidacy and term of office. As NSNA® representatives, you are expected to carefully consider how your interactions with the public will impact the NSNA®, even when you are not at an NSNA function. Your actions as an NSNA® representative are expected to be that of a reasonable and prudent student leader. As a representative to the organization you must hold yourself to a higher standard. (NSNA® Board of Directors, November 2007)

Part II: Code of Academic and Clinical Conduct

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.
The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate and professional manner.
- Communicate client care in a truthful, timely and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.
- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- 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.

Adopted by the NSNA® House of Delegates, Nashville, TN, on April 6, 2001

Registration by Internet

Pre-registration, registration, and late registration are coordinated by the Registrar’s Office. The USCB Registrar’s web page enables students to register via the Internet and gain access to their personal information such as grades, financial aid, fees, and class schedule. The web site for registration is: https://my.sc.edu/. Students must have their registration advising hold lifted by their designated advisor prior to registering. This generally requires an advising meeting with the advisor. Computers with Internet access are available for nursing students in the Student Development Office (Hargray) and the HHG Campus library.

When logging on, your VIP ID will be needed to gain access to the registration page. If students do not know their VIP ID, the Registrar’s Office will mail it to the student’s local address upon request.

Simulation Center

The Simulation Center is located on the second floor of the Science and Technology Building. It is designed to provide simulated learning experiences for clinical courses and laboratory practice, which enables students to learn and develop procedural skills. The Center consists of two classrooms containing 11 hospital beds, each with manikins and bedside equipment. Both classrooms are equipped with a teaching station and state-of-the-art technology. In addition, the Center has two critical care rooms accommodating high fidelity manikins from which to run simulated clinical scenarios. An observation area exists between the two rooms.
A wide range of medical equipment and supplies are available to support skill acquisition. Faculty and students may check out selected supplies and equipment from the course coordinator for use in course projects. Hours of operation for the Center are determined each semester to meet student and faculty needs. Use of the laboratory outside the normal Center hours can be scheduled through special arrangement with the course coordinator.

Student Affirmation
All BSN students will abide by the policies, expectations, and information within the BSN student handbook. Students will be placed on Progression Contracts for breaches of these policies, expectations, or professional behavior infractions.

The current version of the BSN Handbook is located on the Nursing homepage at [http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/nursing/index.html](http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/nursing/index.html).

Upon entry into program and annually students are required to acknowledge their understanding and acceptance of the current BSN Handbook. See Appendix Q for the 2016-2017 Student Affirmation form. Print a copy, sign it, and submit it to your course coordinator or academic advisor if you are enrolled in NURS courses. The signed acknowledgement form will be placed in the student’s permanent record.

USC Beaufort Bookstore
The University Bookstore for the HHG Campus is located in the Campus Center Building. All required nursing textbooks can be purchased there. Although many of the textbooks can be rented or bought used, the student should check with the professor first as certain textbooks must be purchased new to get the access codes to online sites or as part of a “bundle” to save the student money.

Writing Requirement Statement and Writing Tips
Effective verbal and written communication skills are essential to the role of the professional. Within the nursing curriculum, RN-BSN and pre-licensure tracks, all courses will include objectives and desired outcomes that emphasize the importance of these skills. All course requirements will include the following:

- Correct sentence structure
- Correct spelling and punctuation
- Evidence of logical progression and transition within the written and spoken materials
- Adherence to the prescribed format
- Adherence to the USCB Honor Code
- APA 6th edition

In addition, selected courses are identified as reading and writing intensive courses throughout the academic majors in accordance with Quality Enhancement Plan of the University. Reading/writing intensive courses require at least 15 pages of formal out-of-class writing and at least 40 pages per week of reading. In nursing, these courses are NURS B350, B401 and B420

The following listing is a guideline for the development of student papers authored at baccalaureate level:

Content/Development
- All key elements of the assignment are covered in a comprehensive, accurate, and /or persuasive format.
- The context and purpose of the writing is clearly stated in the introduction to the work.
- Major paper ideas are organized into appropriate sections, are supported by specific details, examples, or analysis, and are organized logically.
- Where appropriate, the paper supports major points with theory relevant to development of the ideas, and uses the vocabulary of the theory correctly.
- There is integration of theory and practice whereby the writer is able to link theories to practical experiences (i.e. application to the “real world” work setting”).
- Research is adequate and timely for the topic.

Organization
- The introduction provides sufficient background on topic and previews major points.
- The paper’s organization emphasizes the central theme or purpose and is directed toward the appropriate audience.
- Ideas flow in a logical sequence.
- Paragraph transitions are present and logical, and maintain the flow of thought throughout the paper.
- The conclusion is logical and flow from the body of the paper with the major points of the paper restated.

Format
- The paper, including citations & reference page, follows APA guidelines for format.
- The paper is laid out effectively and uses reader-friendly aids (e.g. sections, summaries, tables of contents, indices, appendices, etc) when appropriate.
- The paper is neat, with attention given to format requirements.

Grammar/Punctuation/Spelling
- Rules of spelling, grammar, usage, and punctuation are followed.

Readability/Style
- Sentence transitions are present and maintain the flow of thoughts.
- Sentences are well constructed, with consistently strong varied structure.
- Words used are precise and unambiguous and the tone is appropriate to the content and the assignment.

Plagiarism and Cheating
Plagiarism includes, but is not limited to, directly quoting, summarizing, or paraphrasing the work of others without specific indication of sources, or handing in work that is not the student's own. Cheating is the unauthorized giving or receiving of information in examinations or other course assignments. The grade of “0” or “F” will be given for any assignment in which plagiarism or cheating is discovered. This grade will seriously affect the final grade in the course. Evidence of such dishonesty will be kept on file, and will not be returned to the student. Instructors have the responsibility to report such incidents to the Vice President for Academic Affairs. Serious penalties may be imposed, depending on the nature of the incident. See the university bulletin (http://www.uscb.edu/academics/registrar/academic-bulletins.php) for more information on plagiarism and cheating.

Final Words – Tips for Success
- Cut back on work if at all possible.
- Develop a peer, “buddy” system. Form a study group.
- Get to know your advisor and see that person regularly to discuss your concerns and ask for help.
- Learn to manage time and make it work for you.
- Plan three hours of time to study for every credit hour you take. For example, nine credits = a minimum of 27 hours of study a week.
- Study difficult or boring subjects before tackling content you like.
- Study in short sessions.
- Study at your best time of day (most people do best during daylight hours).
- Use your waiting time to study, e.g., between classes or bus travel time.
- Develop a regular study pattern and a specific place to study (i.e. library).
- Make agreements with living mates about your study time and keep to it.
- Avoid noisy distractions such as TV, stereo, kids, traffic, and telephone.
- Don’t allow others to misuse your time.
- Say NO to unexpected requests for your attention or time.
- Hang a “Do Not Disturb” sign on your door when studying.
- Study objectives and use the learning activities in the syllabus.
- Come prepared to class and to skills lab by completing the readings before the class or lab.
- Give yourself permission to be human – no one is perfect!
- Allow yourself to be:
- Willing to learn
- Intuitive
- Interested in learning
- Creative
- Willing to explore new ideas, attitudes
- Willing to laugh
- Self-directed
- Willing to be uncomfortable
- Inquisitive...ask questions
- Willing to learn new roles
- Willing to risk
APPENDICES
APPENDIX A

Essential Abilities Standards
The USCB Department of Nursing and Health Professions requires all applicants and continuing students to meet the following standards based on the Southern Regional Education Board (SREB) Council on Collegiate Education for Nursing (CCEN) Core Performance Standards. These standards are included as part of the annual health clearance requirements for clinical and in the “fit-for-duty” interim clearance process. Both the student and the health care provider sign the respective form to attest that the student meets these performance standards.

Standard 1. Critical Thinking and Related Mental Abilities
Must have critical thinking ability sufficient for clinical judgment. Examples of necessary functional abilities associated with this standard include (not an all-inclusive list):

- Has the ability to interpret, investigate, communicate, and comprehend complex situations; identify cause and effect relative to clinical situations under varying degrees of stress;
- Must be able to read and comprehend detailed charts, reports, journal articles, books, etc.; and
- Capable of performing all arithmetic functions (addition, subtraction, multiplication, division, ratios, and simple algebraic equations).

Standard 2. Communication and Interpersonal Abilities
Must be able to read, write, speak, and comprehend English with sufficient skill to communicate effectively verbally and non-verbally.

Must have interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds. Examples of necessary functional abilities associated with this standard include (not all inclusive):

- Has the ability to establish rapport with clients and their families, peers, agency personnel, and faculty;
- Explain treatment procedures, initiate health teaching; and document and interpret Nursing actions and client responses.

Standard 3. Physical Activities
Must have physical abilities sufficient to move from room to room and maneuver in small spaces with gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples of necessary functional abilities associated with this standard include (not all inclusive):

- Able to move around a client’s room, work spaces, treatment areas and administer CPR;
- calibrate and use equipment;
- position and transfer clients;
- capable of pushing up to 200 pounds independently;
- capable of reaching 18 inches above head without the use of mechanical devices to elevate themselves;
- capable of sitting, standing, walking for extended periods of time;
• Experience no limitations when bending, stooping, sitting, standing, walking (i.e., uses no mechanical devices to assist themselves, which would impede the safety of a client), ability to move to and respond to an emergency situation in a timely manner, and able to document in a clear, legible manner.

Standard 4. Hearing
Auditory ability sufficient to monitor and assess health needs. Examples of necessary functional abilities associated with this standard include (not all inclusive):

• Able to hear auscultatory sounds, monitor alarms and emergency signals;
• Able to tolerate loud noises for extended periods of time.
• Assistive devices must correct hearing to this degree and must be worn at all times during practicums.

Standard 5. Visual
Must have the visual ability sufficient for observation, assessment, and intervention necessary for nursing care. Examples of necessary functional abilities associated with this standard include (not all inclusive):

• Observe client response, accurately read equipment, gauges, and monitors, vision correctable to 20/40, normal depth perception, and ability to distinguish colors and ability to tolerate offensive visual situations.

Standard 6. Smell
Smelling ability sufficient to monitor and assess health needs. Examples of necessary functional abilities associated with this standard include (not all inclusive):

• Having ability to differentiate between various types of smells, and ability to tolerate offensive odors.
### Agency Requirements Checklist: Pre-licensure BSN Program

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEAVE BLANK</strong> This column for Course Coordinator</td>
<td><strong>STUDENT</strong> This column for you to check off</td>
</tr>
<tr>
<td>Name:___________________________________________________________________</td>
<td>____________________________________________________________________</td>
</tr>
<tr>
<td><strong>Student: KEEP COPIES FOR YOURSELF</strong></td>
<td></td>
</tr>
<tr>
<td>Physical checkup by physician or nurse practitioner verifying your clearance for classroom and clinical participation – this will need to be completed every year and includes both the student’s and the physician’s or nurse practitioner’s signature on Appendix F</td>
<td></td>
</tr>
<tr>
<td>Background check – this needs to be repeated once during your tenure in program</td>
<td></td>
</tr>
<tr>
<td>Standard Precautions Quiz</td>
<td>Can be found at the following website: <a href="http://www.sc.edu/ehsquiz/test/bbp2.php">http://www.sc.edu/ehsquiz/test/bbp2.php</a></td>
</tr>
<tr>
<td>Drug screen (must be a 9 Panel Screen with additional drugs) – this needs to be repeated once during your tenure in program</td>
<td></td>
</tr>
<tr>
<td>CPR (must be for health care worker, adult/child/infant/AED) this will need to be renewed either yearly or every other year based on the expiration on your CPR card</td>
<td></td>
</tr>
<tr>
<td>Tdap (Tetanus, Diphtheria and Pertussis)—must be repeated every 10 years</td>
<td></td>
</tr>
<tr>
<td>PPD (the first PPD must be a two-step test and each must be negative or if positive, the results of a chest X-ray must be submitted); a one step (single) PPD must be repeated annually or as often as every 90 days depending on the clinical agency</td>
<td></td>
</tr>
<tr>
<td><strong>MMR TITER(s) proof of vaccine is NOT sufficient</strong></td>
<td>You must include a copy of the lab report showing the titer value for measles (rubella and rubeola), mumps and varicella that shows your immunity status.</td>
</tr>
<tr>
<td>o Rubella</td>
<td>o Rubella</td>
</tr>
<tr>
<td>o Rubeola</td>
<td>o Mumps</td>
</tr>
<tr>
<td>o Varicella</td>
<td></td>
</tr>
<tr>
<td><strong>Proof of health insurance.</strong> There are numerous websites for student health insurance. Also, the USC Student Handbook has information about the South Carolina Statewide Student health Insurance Plan, <a href="http://www.sa.sc.edu/shs/tshc/insurance.shtml">http://www.sa.sc.edu/shs/tshc/insurance.shtml</a> The clinical agencies require proof that students have current health insurance. Must submit this proof (copy of health insurance card) every semester.</td>
<td></td>
</tr>
<tr>
<td>Hepatitis B series: The series must be initiated prior to the first semester of clinical practicum. A titer is required after the series is completed. (Include lab report)</td>
<td></td>
</tr>
<tr>
<td>#1Dose_________________ #2Dose_________________ #3 Dose__________</td>
<td>Titer: □ reactive □ non-reactive □ Waiver signed</td>
</tr>
<tr>
<td>Seasonal Flu vaccine (clinical agencies require that students have an annual flu vaccine)</td>
<td></td>
</tr>
<tr>
<td>Signed affirmations from BSN Handbook</td>
<td></td>
</tr>
<tr>
<td>read handbook and student responsibilities</td>
<td>Essential Abilities statement</td>
</tr>
<tr>
<td>release USCB from responsibility</td>
<td>Hepatitis B waiver(s)</td>
</tr>
<tr>
<td>release health information, background check/drug screen</td>
<td></td>
</tr>
<tr>
<td>Additional notes by faculty</td>
<td></td>
</tr>
</tbody>
</table>
# APPENDIX C

## Agency Requirements Checklist: RN-to-BSN Program

<table>
<thead>
<tr>
<th>LEAVE BLANK This column for Course Coordinator</th>
<th>Name: __________________________________________</th>
<th>STUDENT This column for you to check off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current RN license number: SC ____________</td>
<td>Student: KEEP COPIES FOR YOURSELF</td>
<td></td>
</tr>
</tbody>
</table>

- **Physical checkup by physician or nurse practitioner verifying your clearance for classroom and clinical participation** – this will need to be completed every year and includes both the student’s and the physician’s or nurse practitioner’s signature on Appendix F

- **Background check** – this needs to be repeated once during your tenure in program

- **Standard Precautions Quiz**
  - Can be found at the following website: [http://www.sc.edu/ehsquizzes/test/bbp2.php](http://www.sc.edu/ehsquizzes/test/bbp2.php)

- **Drug screen** (must be a 9 Panel Screen with additional drugs) – this needs to be repeated once during your tenure in program

- **CPR** (must be for health care worker, adult/child/infant/AED) this will need to be renewed **either yearly or every other year based on the expiration on your CPR card**

- **Tdap** (Tetanus, Diphtheria and Pertussis) – must be repeated every 10 years

- **PPD** (the first PPD must be a two-step test and each must be negative or if positive, the results of a chest X-ray must be submitted); **a one-step (single) PPD must be repeated annually**

- **MMR**
  - TITER(s) **proof of vaccine is NOT sufficient**
  - You must include a copy of the lab report showing the titer value for measles (rubella and rubeola), mumps and varicella that shows your immunity status.
    - Rubella
    - Rubeola
    - Mumps
    - Varicella

- **Proof of health insurance.** There are numerous websites for student health insurance. Also, the USC Student Handbook has information about the South Carolina Statewide Student health Insurance Plan, [http://www.sa.sc.edu/shs/tshc/insurance.shtml](http://www.sa.sc.edu/shs/tshc/insurance.shtml)
  - The clinical agencies require proof that students have current health insurance. **Must submit this proof (copy of health insurance card) every semester.**

- **Hepatitis B series:** The series must be initiated prior to the first semester of clinical practicum. **A titer is required after the series is completed. (include lab report)**
  - #1 Dose__________ #2 Dose__________ #3 Dose__________ Titer: □ reactive □ non-reactive □ Waiver signed

- **Seasonal Flu vaccine** (clinical agencies require that students have an annual flu vaccine)

- **Signed affirmations from BSN Handbook**
  - □ read handbook and student responsibilities
  - □ release USCB from responsibility
  - □ release health information, background check/drug screen
  - □ Essential Abilities statement
  - □ Hepatitis B waiver(s)

Student Affairs Committee; Clinical Clearance Worksheet; Revised 1/11; Revised 10/13; 3/14; 3/15, 5/16
APPENDIX D

Student Formal Complaint (Grievance)

If you wish to file a formal grievance with the Department Chair regarding an unresolved issue, you must complete this form (see also the Department of Nursing and Health Professions Grievance Procedure in this Handbook and the Student Grievance Policy and Procedures in the current University of South Carolina Beaufort Bulletin).

Please attach a letter detailing your complaint including any efforts you have made to address the issue(s).

NAME (print):
________________________________________________________

EMAIL: ___________________________________________________

HOME ADDRESS:
___________________________________________________________________

SIGNATURE: _________________________________________________

EXPLANATION LETTER ATTACHED: ____ Yes

Department Chair Action:
___________________________________________________________________

Department Chair Signature: ____________________________ Date: __________
APPENDIX E

Change of Health Status Form

I, ___________________ am notifying the nursing department of a change in my health status.

(student’s name)

This change is due to:

☐ diagnosis of mononucleosis or other infectious/communicable illnesses/diseases; specify ______________________

☐ disabling headache lasting more than one clinical week

☐ pregnancy

☐ fractures or other injuries affecting physical ability

☐ hospitalizations

☐ behavioral health issues or other emergency events; specify ______________________

Student Signature __________________________________________Date_______________

Student Name (print) __________________________________________

Submit form to course coordinator/faculty leader of course.
This form was submitted to me:_______________________________________ on __________

Faculty or Staff signature

Faculty to route form chair of Student Affairs Committee:

☐ The Length of Absence from Clinical. If the resolution of the health problem requires more than one clinical absence, the Change of Health status will be deemed significant, and will require documentation and signature by a provider stating that the student is fit for duty.

☐ Hospitalization/medical observation will be considered a significant change in health status and will require documentation and signature by a provider stating that the student is fit for duty.

☐ Compliance with Clinical Agency Policies. USCB Nursing students and faculty must meet the health requirements of our clinical affiliates. If a student has had a significant change in health status as determined above, documentation and signature by a provider stating that the student is fit for duty will be required.

☐ Adherence to the usual Standard of Care. If medical, psychological, and other types of interventions are ordinarily part of care, [e.g., rest, limitation of weight-bearing, use of casts/boots, crutches, restrictions on lifting, medications that alter cognition, etc.], students may not return to clinical until they provide documentation and signature from a provider stating that the student is fit for duty.

Student Affairs Committee Signature _______________________________   Date_______________

Department Chair Signature __________________________________ Date______________

Documentation is “Fit for Duty” form (see Appendix F)
APPENDIX F

“Fit for Duty” Verification/Student Health Forms

Explanation & Rationale:
University of South Carolina-Beaufort nursing students are expected to report for clinical experiences “fit for duty”, which means able to perform their clinical care responsibilities in a safe, appropriate, and effective manner free from the adverse effects of physical, mental, emotional, and personal problems. Therefore, both the healthcare provider & the student nurse must annually review the “fit for duty” requirements and verify understanding by on the official health form. A “Fit for Duty” Verification will also be required after a leave of absence or change in student health status and also be signed by both the student and the healthcare provider.

Physical Requirements:
Nursing is a physically demanding profession. Clinical experiences may be up to twelve hours in duration in a hospital, health care, or community setting and students may be on their feet for extended periods of time. Clinical experiences may also be required on weekends and unusual hours of the day (e.g. until 11 p.m.). Nursing students are required to lift and transport patients and use equipment which may require some degree of physical strength. Considerable manual dexterity is also required for many nursing skills and activities.
Students must be able to hear equipment alarms from a distance and distinguish subtle changes in breath sounds, heart sounds, and other assessment data. Patients are often observed from a distance and heart monitors must be accurately read from at least the end of a patient’s bed, approximately six (6) feet away. Students must also be able to accurately read small print on the barrel of a syringe. Students may be exposed to cleaning materials, as well as biological (i.e., blood, mucous), infectious/communicable diseases, and chemically hazardous materials in the clinical setting.
Emergency situations frequently occur that require immediate response and action by the student, including situations involving agitated patients who may be physically or verbally combative. Considerable reaching, stooping, bending, kneeling and crouching are also required. Students must have the ability to judge distance and space relationships, see peripherally, and, distinguish and identify different colors. Students with physical health conditions must be considered to be under control and able to function safely in a clinical setting.

Psychological Requirements:
Nursing students must be emotionally stable in order to provide safe care to patients. Students on medication for psychological/psychiatric conditions must be considered to be on a stabilized dose in order to function safely in a clinical setting.

<table>
<thead>
<tr>
<th>University of South Carolina-Beaufort Essentials of Abilities Standards</th>
<th>The following are examples of the everyday demands of clinical nursing courses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL DEMANDS:</strong></td>
<td><strong>MENTAL DEMANDS and DISCIpline:</strong></td>
</tr>
<tr>
<td>Strength Requirements</td>
<td>Approximate frequency</td>
</tr>
<tr>
<td>Standing</td>
<td>45% of time</td>
</tr>
<tr>
<td>Walking</td>
<td>45% of time</td>
</tr>
<tr>
<td>Sitting</td>
<td>10% of time</td>
</tr>
<tr>
<td>Lifting</td>
<td>40-50 lbs</td>
</tr>
<tr>
<td>Carrying</td>
<td>20 lbs</td>
</tr>
<tr>
<td>Pushing</td>
<td>&lt; 200 lbs</td>
</tr>
<tr>
<td>Pulling</td>
<td>45-50 lbs</td>
</tr>
</tbody>
</table>

USC Beaufort BSN Student Handbook 2016-2017 56
Pushing with Assist > 200 lbs  Frequently
Climbing Occasionally
Stooping Frequently
Balancing and Kneeling Occasionally

Sensory Demands

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acuity, Near and Far</td>
<td>Frequently</td>
</tr>
<tr>
<td>Depth Perception</td>
<td>Frequently</td>
</tr>
<tr>
<td>Color Vision</td>
<td>Frequently</td>
</tr>
<tr>
<td>Field of Vision</td>
<td>Frequently</td>
</tr>
</tbody>
</table>

Hearing Requirements

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordinary Conversation</td>
<td>Constantly</td>
</tr>
<tr>
<td>Other Sounds</td>
<td>Frequently</td>
</tr>
</tbody>
</table>

| Stress                  | Constantly|
| Confidentiality         | Constantly|
| Training classes        | Frequently|

Potential Environmental Exposures

<table>
<thead>
<tr>
<th>Exposure</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exposure to radiation and chemicals</td>
<td>Occasionally</td>
</tr>
<tr>
<td>Exposure to blood/body fluids, infectious agents, and airborne pathogens</td>
<td>Frequently</td>
</tr>
<tr>
<td>Exposure to needle/syringes and waste handling</td>
<td>Frequently</td>
</tr>
</tbody>
</table>

Description of Terms:
Occasionally (activity or condition exists up to 1/3 of the time)
Frequently (activity or condition exists from 1/3 to 2/3 of the time)
Constantly (activity or condition exists 2/3 or more of the time)


The student listed below meets the physical and mental demands described above

Student Name: ____________________________ (Please print)

Provider: In your opinion, is there any reason why the student could not withstand the physical or mental exertions related to the requirements of the University of South Carolina-Beaufort Nursing program?  YES  NO
If YES, please explain:

I find the above-named individual “fit for duty” and free from communicable disease:  YES  NO

Print Name of Healthcare Provider ____________________________
Date ____________________________
Signature of Health Care Provider ____________________________

Address and phone #

I attest to being “fit for duty” and free from communicable diseases:  YES  NO

Print Name of Student ____________________________
Date ____________________________
Signature of Student ____________________________

Address and phone #
APPENDIX G

Statement of Responsibility/Waiver of Liability Student Release Form

I hereby release the Department of Nursing and Health Professions and the University of South Carolina Beaufort from responsibility for any injury or illness to me (and if pregnant, my baby) while attending a clinical experience, any other educational activity, or special event associated with the University. I understand that risks do exist for me (and if pregnant, my unborn baby) while practicing nursing in the clinical setting and I do assume all risks involved.

Name__________________________________________
(Print Name)

Student Signature_______________________________ Date____________________

Faculty Signature_______________________________ Date____________________

Students sign this form prior to the first clinical course.
APPENDIX H

AUTHORITY FOR RELEASE OF INFORMATION

I, ________________________________, certify that all health information is correct and (Print Name)

hereby give my permission to the USC Beaufort Department of Nursing and Health Professions to release my health information to clinical facilities required by law to have this information.

I authorize a representative of the University of South Carolina Beaufort to release my health information, background check, and/or drug screen via fax, email, and/or mail courier, to any clinical facilities used during the program. This authorization is good while I am enrolled in the program.

(In accordance with the FAMILY EDUCATIONAL and PRIVACY ACT of 1974, the individual may or may not waive the right of access to information submitted.)

<table>
<thead>
<tr>
<th>PLEASE PRINT OR TYPE INFORMATION REQUESTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME: LAST</td>
</tr>
<tr>
<td>OTHER NAMES USED:</td>
</tr>
<tr>
<td>ADDRESS:</td>
</tr>
<tr>
<td>SIGNATURE</td>
</tr>
</tbody>
</table>

Faculty Signature: ________________________________ Date: ____________________

*Students sign this form prior to the first clinical course.*
APPENDIX I

Hepatitis B Vaccine/Waiver of Liability/Immunization in Progress

I am currently undergoing initial immunization against Hepatitis B. Therefore, I accept liability for the results of any exposure to the Hepatitis B virus.

Name (print) ______________________________

Student Signature ______________________________  Date _________________
APPENDIX J

Hepatitis Vaccine/Waiver of Liability/Non-seroconverter

I have received the series of three Hepatitis B vaccines and the titer does not show immunity. Therefore, I accept liability for the results of any exposure to the Hepatitis B virus.

Name (print) ____________________________________________

Student Signature ___________________________ Date ______________
APPENDIX K

Hepatitis B Vaccination – Refusal to get vaccinated

Semester of Entry ____________________________       Date of Birth__________________

Student Name___________________________________________ Gender ______________

Hepatitis Vaccination Series Requirement

In compliance with OSHA Regulation: 29CFR BLOODBORNE PATHOGENS STANDARD 1910.1030: the student is advised that OSHA recommends persons at substantial risk for HBV (hepatitis B) should be vaccinated. Individuals are often at highest risk during the professional training period. For this reason, when possible, vaccination should be completed prior to the training period. Three injections must be received in order to complete the series. Should the student choose not to receive the vaccine, the student must complete the waiver below.

HIGH RISK STUDENT HEPATITIS B VACCINE REFUSAL

☐ I understand that I am considered to be a student at high risk for acquiring Hepatitis B, as my clinical experience places me in a position to be exposed to a significant degree of blood and body fluids.

☐ I acknowledge that University of South Carolina Beaufort has advised me of the OSHA Regulation: 29 CFR BLOODBORNE PATHOGENS STANDARD 1910.1030.

☐ By signing this form, I acknowledge that I have been advised of the advantages of receiving the vaccine and realize the OSHA Regulations indicate that students are often at highest risk during the professional training period.

☐ I hereby release University of South Carolina Beaufort and any and all clinical sites I may rotate through during my educational experience from any and all damages, compensation, and responsibility should I contract hepatitis B.

____________________________________________________
Student Name (Print)

____________________________________________________
Student Signature

____________________________________________________
Date
APPENDIX L

MMR Non-Converter form

WHAT TO DO IF ANY OF YOUR QUANTITATIVE TITERS COME BACK NOT-IMMUNE:

1. Check your vaccination history—how many vaccinations have you already received for the disease?
2. Start or complete the series if you haven’t done so already.
3. If you have already completed the series, you will need to get an additional immunization (also known as a booster) for that disease.
4. After completing the series, or getting the booster, wait 6 weeks and then get a follow-up titer. DO NOT GET THE TITER TOO EARLY OR IT WILL COME BACK NON-IMMUNE.

WHAT TO DO IF THE FOLLOW-UP TITER STILL COMES BACK NON-IMMUNE:

1. If you have negative results, you will need to be established as a non-converter.
   a. The nursing department requires that the student provide the following documentation:
      1. Recorded dates for all 3 MMR vaccinations.
      2. Lab report with negative result posted 6 weeks from booster.
   2. Sign and submit this form to nursing department (designated person checking clinical clearance information).

MMR Vaccine/Waiver of Liability/Non-seroconverter

I have received the series of two MMR vaccines and the titer does not show immunity for __________. I have received a booster and the titer (after 6 weeks) still does not show immunity. Therefore, I accept liability for the results of any exposure to the MMR virus __________.

Name (print) ______________________________

Student Signature ______________________________  Date _________________
APPENDIX M

Varicella Non-Converter Form

University of South Carolina Beaufort
Department of Nursing and Health Professions

Varicella Titer-Non Converter

WHAT TO DO IF ANY OF YOUR QUANTITATIVE TITERS COME BACK NOT-IMMUNE:

1. Check your vaccination history—how many vaccinations have you already received for the disease?
2. Start or complete the series if you haven’t done so already.
3. If you have already completed the series, you will need to get an additional immunization (also known as a booster) for that disease.
4. After completing the series, or getting the booster, wait 6 weeks and then get a follow-up titer. DO NOT GET THE TITER TOO EARLY OR IT WILL COME BACK NON-IMMUNE.

WHAT TO DO IF THE FOLLOW-UP TITER STILL COMES BACK NON-IMMUNE:

1. If you have negative results, you will need to be established as a non-converter.
   a. The nursing department requires that the student provide the following documentation:
      i. Recorded dates for booster vaccination and recorded evidence on health form that student had disease.
      ii. Lab report with negative result posted 6 weeks from booster.
2. Sign and submit this form to nursing department (designated person checking clinical clearance information).

Varicella Vaccine/Waiver of Liability/Non-seroconverter

I have received the booster for varicella vaccine and the titer does not show immunity for varicella. Therefore, I accept liability for the results of any exposure to the varicella virus.

Name (print) ______________________________

Student Signature ______________________________
Date ________________
APPENDIX N

Leave of Absence Form

I understand that by not continuing in the required sequencing of my program of study in the upper division, I am not guaranteed a place in the remaining Nursing courses. If I wish to re-enroll, I will be permitted to register in courses as space is available and if I meet the current course and program requirements. I will apply for re-entry to the Student Affairs Committee.

_________________________________________________   ____________________
Student's Signature                                          Date

_________________________________________________   ____________________
Nursing Advisor Signature                                  Date

Note: Students must complete all nursing courses in three and a half calendar years after acceptance into the clinical courses.
APPENDIX O

Student Petition

Students who wish to petition the Department for consideration of a specific issue (including re-entry or advanced placement) must complete this form (Forms available in the Departmental office.)

NAME (print): ________________________________________________________ VIP ID # __________________________

EMAIL ___________________________ CELL PHONE __________________________

HOME ADDRESS ______________________________________________________________________

SIGNATURE ____________________________________________________________________________

Advisor Action (if indicated) ____________________________________________________________

Advisor Signature ___________________________ Date __________________________

PETITION

___ Re-entry into clinical sequence or program   ___Advanced Placement

___ Other (explain) ______________________________________________________________________

If Re-entry, you must attach a document addressing the following information:
• Factors that contributed to your poor academic performance [include documentation if applicable].
• Actions you have taken to rectify this problem [include documentation if applicable].
• Plan for succeeding with your educational goals if the committee approves your decision.

Department Chair Decision ______________________________________________________________________

Department Chair Signature ___________________________ Date __________________________

Student Affairs Committee Decision: Approved □ Disapproved □

Reason for Decision ______________________________________________________________________

Student Affairs Committee Signature ___________________________ Date __________________________
APPENDIX P:

Nursing Program Progression Contract

Faculty name ____________________________

Events leading to contract:

<table>
<thead>
<tr>
<th>Events leading to contract:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test failure(s)</td>
</tr>
<tr>
<td>Excessive absences</td>
</tr>
<tr>
<td>Inappropriate communication</td>
</tr>
<tr>
<td>Course learning objectives/outcomes not met (list specific)</td>
</tr>
<tr>
<td>Other (explain)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>S</th>
<th>T</th>
<th>A</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>SITUATION:</td>
<td>TASK: Requirements and/or policy performance standards that are not being met</td>
<td>ACTIONS: actions to be taken to and behaviors that must be shown to improve unsatisfactory performance.</td>
<td>RESULTS: To be completed at follow up sessions. List the outcome of the actions</td>
</tr>
</tbody>
</table>

DATE TO IMPROVE PERFORMANCE BY:

CONSEQUENCES IF CONTRACT NOT MET:

TO BE REVIEWED WITH STUDENT:

Faculty Signature ____________________________ Date ____________________________

Student Signature ____________________________ Date ____________________________

Course Coordinator/Observer Signature ____________________________ Date ____________________________

☐ Contract Met ☐ Contract Not Met

Comments:

Semester 1 ☐ Contract begun
Faculty signature ____________________________
Student signature ____________________________

Semester 2 ☐ Contract begun
☐ Contract Reviewed
Faculty signature ____________________________
Student signature ____________________________

Semester 3 ☐ Contract begun
☐ Contract Reviewed
Faculty signature ____________________________
Student signature ____________________________

Semester 4 ☐ Contract begun
☐ Contract Reviewed
Faculty signature ____________________________
Student signature ____________________________

Semester 5 ☐ Contract
☐ Contract Reviewed
Faculty signature ____________________________
Student signature ____________________________
APPENDIX Q

Student Affirmation of Understandings

1. I understand that admission to the nursing program does not mean success.
2. I understand that I will be evaluated on academic as well as clinical skills and professional behaviors.
3. I understand that nursing requires honesty and personal integrity. If either come into question it will prompt faculty to review my standing in the nursing program.
4. I understand that it is my responsibility to keep my clinical clearance documentation current and provide verification to the course coordinator of the current semester’s clinical course.
5. I understand the standards for success in the nursing courses and that I am responsible for monitoring my own learning.
6. I understand that any nursing courses that are associated with a clinical component will focus on clinical practice. This means that a failing grade in the clinical setting results in failing the course even if the student is passing the classroom content.
7. I understand that if at any time in the semester I feel unsure about my “grade(s)”, I may request an assessment from the professor.
8. I understand that the course work of this program requires CONSISTENT classroom attendance and active participation.
9. I understand that I will be responsible to provide my own transportation to clinical.
10. I understand that I must maintain confidentiality of information I become aware of.
11. I understand that I will be required to complete a background check and drug screen and that this may occur at any time throughout the duration of the program.
12. I understand that I must act professionally and will show respect to my peers, faculty, and staff.
13. I agree to release University of South Carolina Beaufort from any consequences for any negligent or careless acts committed by me.
14. A copy of the curriculum program of study has been given to me and I have read and understand the curriculum pattern. I realize that failure to complete the courses as identified in the curriculum pattern will disqualify me from progressing in the program.

I acknowledge that I have reviewed a copy of the 2016/2017 Bachelor of Science in Nursing Student Handbook and agree to abide by all expectations, policies and procedures contained therein including the Department of Nursing and Health Professions Civility Code. My signature indicates that I have read, understand and will adhere to the above student understandings and the writings of the BSN Nursing Student Handbook.

Student Signature __________________________________________ Date ______________

Student Name (print) __________________________________________

This form was submitted to me: ________________________________ on ___________ Faculty or Staff signature ___________________________ Date ______________