



University of  
**SOUTH CAROLINA**  
Beaufort

**DEPARTMENT OF NURSING  
AND HEALTH PROFESSIONS**

**BACHELOR OF SCIENCE IN  
PUBLIC HEALTH  
STUDENT HANDBOOK  
2018-2019**

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## **Welcome**

Welcome to the Public Health program 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 **Public Health 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 Public Health degree. The handbook is designed to supplement the *USC Beaufort 2018-2019 University Bulletin*. Thus, you are responsible for familiarizing yourself with the information contained in both documents. In some instances, the requirements for Public Health exceed the requirements of the University and will be noted accordingly in the **Public Health Student Handbook**. The Public Health faculty wishes you success in your academic career.

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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**

### **Public Health Philosophy and Conceptual Framework for the Bachelor of Public Health**

#### **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 qualified graduates who hold the Bachelor of Science degree in Public Health. The Department of Nursing and Health Professions provides a student-centered learning environment whereby graduates have the intellectual, emotional, and social foundations for leadership within the profession whether engaged in direct planning, implementation or evaluation of Public Health strategies.

#### **Philosophy of Public Health Profession**

Public Health involves promoting the health of individuals, families and communities. The Department supports the Society for Public Health Education's definition of a health education specialist as those who "teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities" (SOPHE, 2014). Furthermore, the following are essential features linked with the profession of Public Health:

- Assess the needs of people and communities they serve
- Develop programs and events to teach people about health topics or manage their conditions
- Evaluate the effectiveness of programs and education materials
- Help people find health services or information
- Provide training programs for other health professionals or community health workers
- Supervise staff who implement health education programs
- Collect and analyze data to learn about their audience and improve programs and services
- Advocate for improved health resources and policies that promote health (SOPHE, 2014)

In addition, fundamental to Public Health practice, is the professional's ability to critically evaluate information from a variety of sources and to use this information to formulate and apply sound judgment within the process and context of planning, implementing and evaluating programs and strategies across a wide range of settings.

#### **Philosophy of Public Health Practice**

Definitions of health are plentiful with countless variations existing from credible sources. One such example comes from the World Health Organization (WHO) which describes health as, "a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity" (WHO, 1946). Similarly yet distinctly different, Stokes (1982) characterizes health as dealing with psychological, social, and physical stress while being capable of performing personally valued work and roles.

In general, health is defined as a resource, or asset, utilized to achieve personally valued goals. Additionally, health is affected by both internal and external factors ranging from biological to environmental. When understanding health is influenced by a multitude of dynamic pathways it becomes clear there are several ways to constructively impact health.



McLeroy and colleagues (1988) display the multiple levels that health can be influenced at including: (1) intrapersonal, (2) interpersonal, (3) organizational, (4) community, and (5) public policy. The Public Health professional derives this knowledge through a liberal education, with a solid foundation in the humanities, biological, behavioral, and social sciences, as well as ongoing Internship and Field Experiences, which is underpinned by professional values and ethics. Continuing education, scholarly inquiry, and public service further support development of the discipline.

### **Philosophy of Public Health and Education**

We, the USCB Public Health 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 Public Health 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.

USCB seeks to ensure that all students who complete the Bachelor of Science in Public Health have a comprehensive set of competencies that align with the National Commission for Health Credentialing including:

- Assess Needs, Resources and Capacity for Health Education/Promotion
- Plan Health Education/Promotion
- Implement Health Education/Promotion
- Conduct Evaluation and Research Related to Health Education/Promotion
- Administer and Manage Health Education/Promotion
- Serve as a Health Education/Promotion Resource Person
- Communicate, Promote, and Advocate for Health, Health Education/Promotion, and the Profession
  - NCHEC, 2015

### **Civility in the Public Health Program**

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. The Coalition of National Health Education Organizations, identifies the “responsibility of all health educators is to aspire to the highest possible standards of conduct and to encourage the ethical behavior of all those with whom they work” (CNHEO, 2011) Furthermore, USCB Public Health faculty support the code of ethics adopted for the health education profession which include the following six articles:

#### **Article I: Responsibility to the Public**

A Health Educator's responsibilities are to educate, promote, maintain, and improve the health of individuals, families, groups and communities. When a conflict of issues arises among individuals, groups, organizations, agencies, or institutions, health educators must consider all issues and give priority to those that promote the health and well-being of

individuals and the public while respecting both the principles of individual autonomy, human rights and equality.

**Article II: Responsibility to the Profession**

Health Educators are responsible for their professional behavior, for the reputation of their profession, and for promoting ethical conduct among their colleagues.

**Article III: Responsibility to Employers**

Health Educators recognize the boundaries of their professional competence and are accountable for their professional activities and actions.

**Article IV: Responsibility in the Delivery of Health Education**

Health Educators deliver health education with integrity. They respect the rights, dignity, confidentiality, and worth of all people by adapting strategies and methods to the needs of diverse populations and communities.

**Article V: Responsibility in Research and Evaluation**

Health Educators contribute to the health of the population and to the profession through research and evaluation activities. When planning and conducting research or evaluation, health educators do so in accordance with federal and state laws and regulations, organizational and institutional policies, and professional standards.

**Article VI: Responsibility in Professional Preparation**

Those involved in the preparation and training of Health Educators have an obligation to accord benefits the profession and the public.

- (CNHEO, 2011)

In general, 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 Internship, Field Experience, club, 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)
- Late arrivals and leaving early
- Verbal disrespect
- Inattentiveness
- Sleeping in class
- Working on another course’s work assignments
- 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 health promoters.

### **Bachelor of Science in Public Health**

The Bachelor of Science in Public Health program provides students with essential knowledge and skills needed to:

- Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences
- Locate, use, evaluate, and synthesize public health information
- Assess needs, resources and capacity for public health information
- Plan and implement health education, promotion and public health programs
- Develop evaluation and research related to health education, promotion and public health
- Administer and manage health education, promotion and public health efforts
- Serve as a health education, promotion and public health resource person
- Communicate, promote and advocate for health, health education, promotion, public health and the profession.

This knowledge, along with the skills and abilities are acquired through a foundation in the liberal arts and sciences.

### ***Admission Requirements***

Admission to the University of South Carolina Beaufort is determined by standard admission requirements.

### ***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.

### ***Transfer Credit***

Transfer students must:

- 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. Junior and senior level HPRO 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 30 hours of credit must be earned in residence at the University.*
- Students pursuing the BS in Public Health 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 BS Public Health major must abide by the following:

- A grade of 'C' or better (75% or greater) is required in all courses.

- A grade of ‘C’ or better in any course that is a prerequisite to other courses is required before progression to the next course.
- Any student who receives a (WF), a D or lower in any HPRO course, the (WF) counts the same as a “D” or an “F” and constitutes a course failure in program.

**In addition, students are required to submit the following on an annual basis to be eligible for participation in any Internship or Field Experience course:**

- Proof of current health insurance coverage (*submit proof every semester*)
- Any other specific Internship or Field Experience facility requirements.

## Public Health Curriculum Map

*Effective August, 2018*

Freshman Year			
Semester 1	Credits	Semester 2	Credits
BIOL B243 or equivalent coursework	4	BIOL B244 or equivalent coursework	4
ENGL B101 English Composition	3	CHEM B109 or equivalent coursework	4
MATH B111 College Algebra	3	ENGL B102 English Composition II	3
PSYC B101 Psychology	3	PSYCH 321 Developmental Psych	3
HIST B101 or equivalent (102, 111,112,115, 116)	3	(or PSYCH B209 Human Growth and Development)	
<b>TOTAL CREDITS</b>	<b>16</b>	<b>TOTAL CREDITS</b>	<b>14</b>
Sophomore Year			
Semester 3	Credits	Semester 4	Credits
Fine Arts Art History, Art Studio Music or Theater	3	Language Spanish Recommended	3
Speech COMM B140, B201 or B230	3	CSCI B101 Intro to Computer Concepts	3
Nutrition HRTM B242	3	or MGSC B290 Computer Information Systems in Business)	
Statistics STAT B201	3	Elective	3
Language Spanish Recommended	3	Elective	3
		Elective	3
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>15</b>
Junior Year			
Semester 5	Credits	Semester 6	Credits
COMM B350 Health Communication	3	HPRO B330 Principles of Epidemiology	3
HPRO B310 Introduction to Health Promotion	3	HPRO B340 Introduction to Environmental Health	3
HPRO B315 Health Promotion Across the Life Span	3	HPRO B360 Health Behavior and Education	3
HPRO B320 Chronic Disease and Risk Reduction	3	HPRO B380 Research Methods in Health Promotion	3
HPRO B461 Writing in the Health Professions or equivalent ENGL 461	3	HPRO B390 Field Experience in Health Promotion	3
<b>TOTAL CREDITS</b>	<b>15</b>	<b>TOTAL CREDITS</b>	<b>15</b>
Senior Year			
Semester 7	Credits	Semester 8	Credits
HPRO B401 Health Care Delivery Systems or equivalent NURS B401	3	HPRO B420 Leadership & Management in Health Promotion	3
HPRO B410 Examining Health Inequities	3	HPRO B460 Health Promotion Program Evaluation	3
HPRO B450 Health Promotion Program Development	3	HPRO B480 Internship in Health Promotion	4
HPRO B490 Senior Seminar	2	PHIL B312 Bioethics	3
HPRO B300 Transcultural Health or equivalent NURS B330 or ANTH B452	3	Elective	3
<b>TOTAL CREDITS</b>	<b>14</b>	<b>TOTAL CREDITS</b>	<b>16</b>
<b>Total Credits for Degree = 120</b>			

## **SECTION 2 – GENERAL POLICIES, PROCEDURES, AND GUIDELINES**

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

### **Academic Advisement**

All BSPH 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 (HPRO) or nursing (BNUR or 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 (USCB 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**

Public Health students are expected to attend and be punctual for ALL classes and Internship and Field Experience days. 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 Public Health is a practice discipline, safe performance requires that learning in theory class be transferred to Internship and Field Experience decision making. Students are expected to communicate with the instructor regarding absence from class, Internship, or your Field Experience. 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.

### **Make-up Class Work Exams, and/or Quizzes**

Students are expected to communicate in advance with the instructor regarding absence from class/Internship/Field Experience. 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, Internship, and/or Field Experience 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 course requirements may also result in being placed on a progression contract. See APPENDIX A Student Progression Contract.

### **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 program must be able to continually meet core performance standards and functional abilities established to ensure that all students meet the objectives of the program (University Bulletin, Disabilities Services, Academic Support section).

### **Evaluation of Curriculum and Faculty**

Students’ suggestions for development of the Public Health 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. Learning to evaluate performance of self, colleagues, program effectiveness and educational programs is an integral part of being a professional.

### **Expectations of USCB Public Health 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 or on silent during class.

### **Internship & Field Experience**

Prior to the start of the internship or field experience the student is responsible for working closely with the internship or field experience professor and the site preceptor. Students are required to begin looking for field experience and internship opportunities during the fall. The internship is a 16 week course and requires 135 hours of practical experience. The field experience is a 16 week course and requires 90 hours of observational experience. Therefore, students must complete the field experience and internship plan which includes securing their site prior to the beginning of the semester in which they are completing the internship or field experience.

Be aware that some sites may require additional paperwork to be completed. Additional tasks may include; criminal background checks, physical screenings or vaccination or shot records and other approvals before the student can begin the internship or field experience. It is the student's responsibility to ask the site preceptor if additional paper work or any of the additional tasks are required. Being prepared ahead of time is very important and will help ensure that your internship or field experience can begin on time.

Students are required to:

- Attend all scheduled internship or field experience sessions.
- Arrive on time and stay the entire time to all scheduled sessions.
- Notify the site preceptor and professor prior to any absence.
- Dress professionally according to requirements.
- Maintain appropriate demeanor (e.g. shows respect; maintains positive attitude toward learning; abides by ethical principles, returns from breaks on time; stays awake).
- Seek assistance and guidance when needed.
- Identify own strengths and limitations.
- Complete all assigned learning activities or assignments by specified date.

### **Dress Code for Internship and Field Experience Sites**

The dress code is designed to protect the personal safety of students while in the internship or field experience site and to project a professional 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 at a particular site.

### **Professional Attire**

All professional attire should be neat, clean, opaque (unable to see through), wrinkle free, and properly fitting with appropriate undergarments that are not visible.



Many community agencies require students to wear professional attire. Attire must adhere to USCB standards as well as the agency's policy where the student is placed. 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 are not appropriate. Fully enclosed, 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**

Picture ID must be worn as provided by internship or field experience 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.

### **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.

### **Enforcement of Dress Code and Responsibility**

By choosing to be a Public Health 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. Preceptors at the internship or field experience site will 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 internship or field experience site and will be considered absent and unexcused for the day.

### **Internship and Field Experience Safety Policy**

A student may be required to withdraw from an Internship or Field Experience course before the term is completed. Circumstances that will precipitate withdrawal from an Internship or Field Experience 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 life or actually caused harm; 3) falsification of records; 4) confidentiality or other ethical violations; 5) failure to honor role boundaries (e.g. functions outside scope of practice, makes contact outside the Internship or Field Experience 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 course objectives, the student will receive a failing grade. Once in place, progression contracts are applicable to all subsequent courses in the major.

### **Release of Information to Internship or Field Experience Sites**

Students requesting that the University of South Carolina Beaufort release their health information, background check, and/or drug screen to an Internship or Field Experience site must complete the Authority for Release of Information form APPENDIX C.

### **Internship and Field Experience Site Transportation Policy**

Students are responsible for transportation to their Internship and Field Experience sites each semester. 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.

### **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 BSPH majors exceeds University requirements as is typical of most programs.

A	92-100
B+	90-91
B	83-89
C+	81-82
C	75-80
D+	73-74
D	70-72
F	0-69

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**

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 the cumulative GPA earned on all college work including that from other institutions; GPA is based on credits earned up to and including the semester prior to graduation. The final semester is not included. Both the Collegiate GPA and 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:

Summa Cum Laude	A cumulative GPA of	3.95 – 4.00
Magna Cum Laude	A cumulative GPA of	3.75 – 3.94
Cum Laude	A cumulative GPA of	3.50 – 3.749

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/academics/registrar/graduation-info.php>. 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 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 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 an Internship instructor, the student should first address the issue with 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).

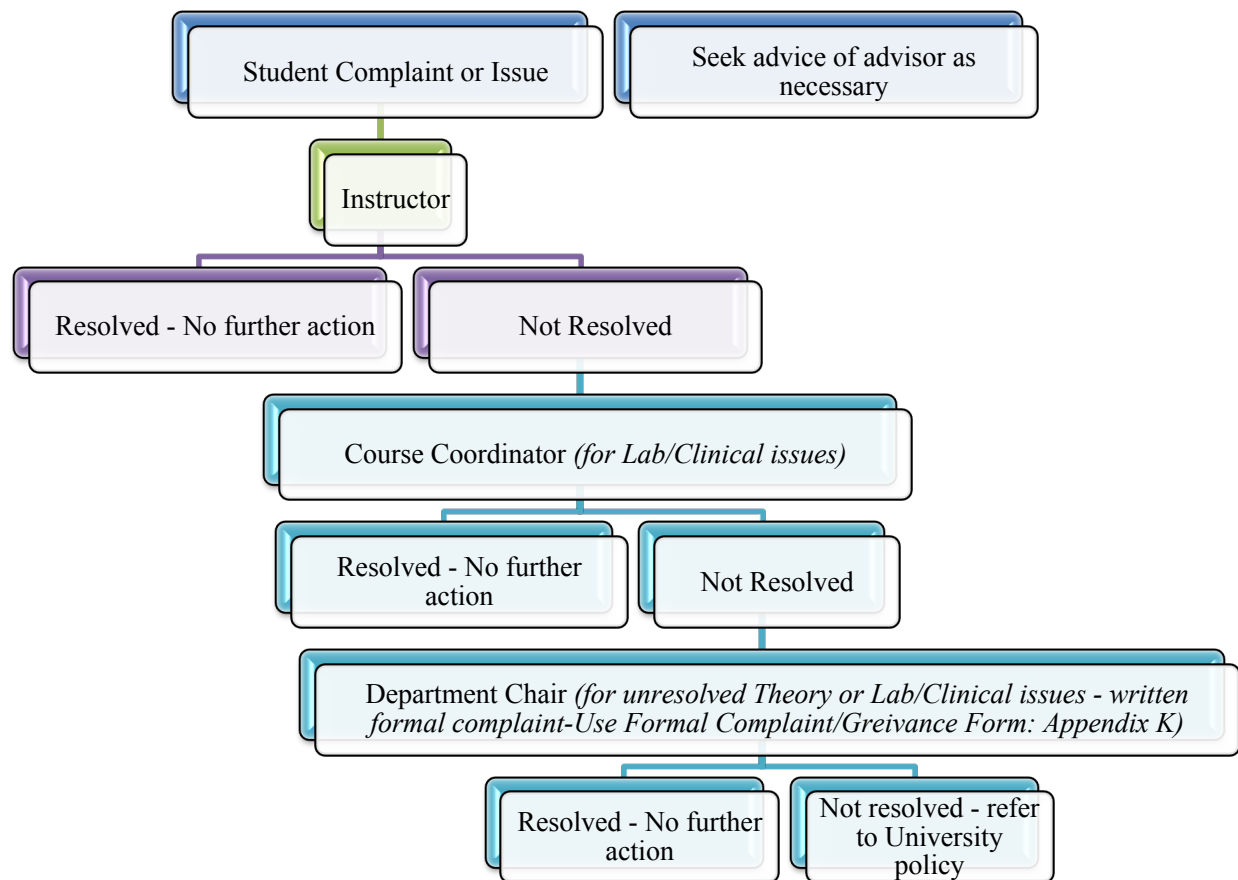


Figure 1: Algorithm of Grievance Process

### Health Requirements

In addition to meeting the health requirements of the University, Public Health students must meet certain health requirements as stated by the Department of Nursing and Health Professions. Immunizations must be current as recommended by the CDC and as required by site agencies.

### Pregnancy

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 Internship or Field Experience instructor. Additionally, she must sign a *Statement of Responsibility/Waiver of Liability*.

Students who are pregnant during their 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.

*Students must be able to meet all program requirements; pregnant students will be held to the same standards as other students.*

## **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**

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

## **Name or Address Change**

A student must notify the Office of the Registrar, and the Department of Nursing and Health Professions 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/Field Experiences/Internship or handing in assignments. You will receive an "F" to note 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 HPRO course, the (WF) counts the same as a "D" or an "F" and constitutes a course failure (courses designated as core requirements) in program.

## **Petitions Process**

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 E) should be completed and the process followed as outlined in Figure 1. The student's academic advisor can assist the student with this process.

## **Student Conduct and Health Concerns**

Public Health faculty has the responsibility to promote the safety of others 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 Public Health *Student Handbook*
- The SOPHE [Code of Ethics for Health Education](#).

Student behaviors that are threatening, unsafe, or in violation of the above standards are prohibited, pose an unacceptable risk, and are subject to sanction, discipline, or dismissal from

the 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 is not acceptable. When a student's performance is impaired, safe, effective care is at risk whether it occurs in the classroom, Internship or Field Experience setting.

If suspected impairment occurs in the Internship or Field Experience setting, the instructor has the right to require that the student be tested for verification of possible impairment. Internship and Field Experience agency policies must be followed. The student may be required to submit to an immediate drug and/or alcohol screen at a cost to the student.

Notification to 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. 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 Public Health faculty member, the student will be removed from the Internship/Field Experience 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 Internship/Field Experience 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 program. Students who wish to grieve the Department Chair's decision are directed to the Grievance Procedure ([\*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 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 program (Appendix D, Student Petition Form).

Faculty can require immediate drug testing if indicated. The student is responsible for medical and/or psychological evaluation and obtaining treatment as needed. Depending on the situation, when students request return to the program or they apply 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 Internship/Field Experience settings.

### **Significant Change in Health Status**

Students must report any significant change in their health status that impacts their ability to meet the USCB Public Health Program essential abilities or be in compliance with the health requirements outlined on the "Fit for Duty" form. *By definition, any situation that curtails Internship or Field Experience performance activities for more than one Internship or Field Experience 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 Internship or Field Experience 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 Internship or Field Experience absence or a pattern of absences), hospitalization/medical observation, Internship or Field Experience 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 Internship or Field Experience.

1. **The Length of Absence from Internship/Field Experience.** If the resolution of the health problem requires more than one Internship or Field Experience 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 Internship/Field Experience Agency Policies.** USCB Public Health students and faculty must meet the health requirements of our Internship and Field Experience 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 Internship or Field Experience until they provide documentation and signature from a provider stating that the student is fit for duty.



**Internship or Field Experience instructors** will assess the situation regarding student Internship or Field Experience participation. The instructor 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 Internship or Field Experience.*

### **SECTION 3 – PUBLIC HEALTH STUDENTS ACADEMIC POLICIES**

#### **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 in courses with the HPRO prefix:

- Only pen/pencils/erasers on desk.
  - Any and all items are subject to inspection.
  - Wear a watch - tests are timed (for multiple-choice and multiple select question tests)
  - NO BATHROOM BREAKS or leaving the room at any time during the test. 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.

#### **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](mailto:bbsupport@sc.edu) or by calling (803) 777-1800, Monday through Friday from 8:00 a.m. to 6:00 p.m.

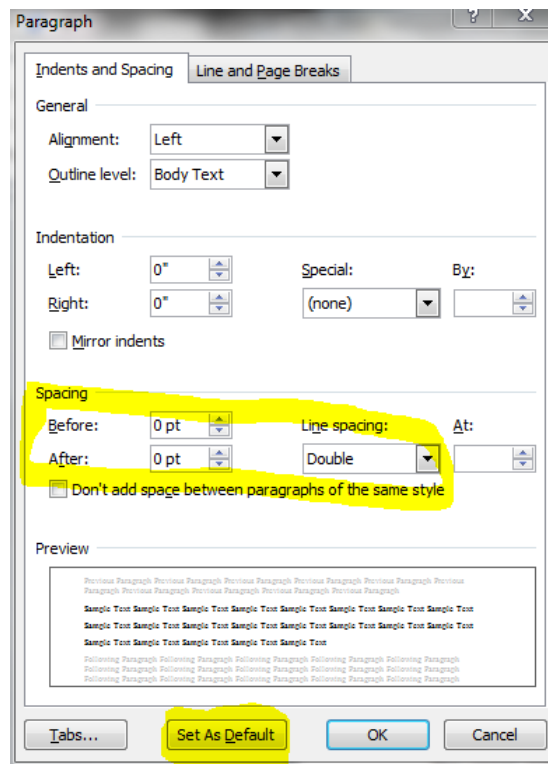
### **SECTION 4 – RESOURCES AND STANDARDS**

#### **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 . . . . . (paragraph continues)
2. Nondepressed persons exposed to . . . . . (paragraph continues)

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)***

Italicize 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**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

**Journal Article Retrieved Online with URL, no DOI Available**

Carter, S. (2009). Bullying of students with Asperger Syndrome. *Issues in Comprehensive Pediatric Nursing*, 32(3), 145-154. Retrieved from <http://www.cinahl.com/cgi-bin/refsvc?jid=200&accno=2010385991> [no period after URL]

**Journal Article Retrieved Online, with DOI**

Herbst-Damm, K. L., & Kulik J. A. (2005). Volunteer support, marital status and the survival times of terminally ill patients. *Health Psychology*, 24, 225-229. doi: 10.1037/0278-6133.24.2.225

**Journal Article: Paper Journal**

Smith, R., & Jones, Y. (2009). Use of assessment tools to identify ventilator-acquired pneumonia. *Dimensions of Critical Care Nursing*, 19, 103-109.

**Technical Report**

U.S. Department of Health and Human Services, National Institutes of Health, National Heart, Lung, and Blood Institute. (2007). *Managing asthma: A guide for schools* (NIH

Publication No. 02-2650). Washington DC: Government Printing Office. Retrieved from [http://www.nhibi.nih.gov/health/prof/lung/asthma/asth\\_sch.pdf](http://www.nhibi.nih.gov/health/prof/lung/asthma/asth_sch.pdf) [no period after URL]

### **Electronic Website, No Author**

New child vaccine gets funding boost. (2001). Retrieved from

[http://news.ninemsn.com.au/health/story\\_13178.asp](http://news.ninemsn.com.au/health/story_13178.asp) [no period after URL]

### **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 and Health Professions Department and the University**

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

- Liability Insurance (approximately \$20 fee, semester enrolled in internship/field experience)

### ***Students will also be responsible for:***

- Books (approximately \$800 per year)
- Personal health insurance
- Parking fees, parking tickets

## **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. 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, Instagram, Twitter, etc. is available to everyone in the world who has internet access, including USCB faculty and staff as well as potential employers.** 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 career, but also the 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/2930.htm>.

## 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 provider-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.

## Use of Electronic Devices in the Classroom, Internship and Field Experience Setting

- Faculty of the Department of Nursing and Health Professions encourage the use of new technologies and application of the latest information. Electronic devices may be used to research pertinent information.
- A personal camera may **not** be accessed at any time while in an Internship or Field Experience area or in a client's home. Students may **not** use personal cameras to take pictures of clients or pictures of anything related to the Internship/Field Experience.
- Client privacy is to be respected. Healthcare data that identifies a patient is **not** to be removed or transmitted from the Internship/Field Experience site. Lab values and other assessment can be transferred to Internship or Field Experience 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 internship or field experience with the use of electronic devices commit HIPAA violations and will be subject to the HIPAA infractions policy of the site agency and possible dismissal from the program.

- Electronic devices used in Internship, Field Experience or classroom setting will always be in airplane or silent/vibrate mode at all times.
- Electronic devices in the Internship or Field Experience area may be used to look up information about drugs, diseases, diagnostic tests or other site 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 site agency staff member, unless the student has express permission of the faculty member.
- Faculty may validate that students are using electronic devices in the Internship or Field Experience area for purposes related to their training.
- A written warning will be given for the first violation of using electronic devices for socializing during Internship/Field Experience time. An “F” or 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.

## **Libraries**

USC Beaufort’s main library is located behind the Hargray Building on the Hilton Head Gateway Campus in Bluffton. 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.”***

### **Lounge**

Student recreation activities and an exercise facility are available in the Campus Center on the Hilton Head Gateway Campus. Smoking is not permitted in any of the campus buildings or lounge areas.

### **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](http://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. The Public Health program has an established Public Health Club (HPC) and sponsors regular meetings and activities. Membership in the USCB HPC Chapter is open to all students in the university.

### **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/>. 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.

### **Student Affirmation**

All Public Health students will abide by the policies, expectations, and information within the Public Health Student Handbook. The current version of the Public Health Student Handbook is located on the Public Health homepage

[http://www.uscb.edu/academics/academic\\_departments/nursing\\_and\\_health\\_professions/health\\_promotion/](http://www.uscb.edu/academics/academic_departments/nursing_and_health_professions/health_promotion/)

Upon entry into program and annually students are required to acknowledge their understanding and acceptance of the current Public Health Student Handbook.

## **USC Beaufort Bookstore**

The University Bookstore for the HHG Campus is located in the Campus Center Building. All required 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 Public Health curriculum, 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

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 by completing the readings before the class.
- 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

**Public Health APPENDIX A:**

**Public Health Program Progression Contract**

Faculty name \_\_\_\_\_

**Events leading to contract:**

Test failure(s)	Inappropriate dress	Not completing assignment on time	
Excessive absences	Disruptive classroom behavior	Unprepared for class, Internship or Field Experience	
Inappropriate communication	Inappropriate behavior		
Course learning objectives/outcomes not met (list specific)			
Other (explain)			
<b>S</b>	<b>T</b>	<b>A</b>	<b>R</b>
<b>SITUATION:</b> Describe the situation	<b>TASK:</b> Requirements and/or policy performance standards that are not being met	<b>ACTIONS:</b> actions to be taken to and behaviors that must be shown to improve unsatisfactory performance.	<b>RESULTS:</b> To be completed at follow up sessions. List the outcome of the actions

**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

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**Semester 3**        Contract begun  
    Contract Reviewed  
Faculty signature

\_\_\_\_\_  
Student signature

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**Semester 4**        Contract begun  
    Contract Reviewed  
Faculty signature

\_\_\_\_\_  
Student signature

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**Semester 5**        Contract  
    Contract Reviewed  
Faculty signature

\_\_\_\_\_  
Student signature

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Student Affairs Committee; Internship and Field Experience Clearance Worksheet; Revised 1/11; Revised 10/13; Revised 3/14

**Public Health APPENDIX B**

**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 an Internship or Field 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 in the Internship/Field Experience 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 Internship/Field Experience course.*

**Public Health APPENDIX C**

**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 Internship and Field Experience 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 Internship or Field Experience 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.)

<b><i>PLEASE PRINT OR TYPE INFORMATION REQUESTED</i></b>			
NAME: LAST MIDDLE		FIRST	
OTHER NAMES USED:		SOCIAL SECURITY NUMBER:	
ADDRESS:	STATE	ZIP CODE	TELEPHONE NUMBER
SIGNATURE			DATE

Faculty Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Public Health APPENDIX D**

**Student Petition**

Students who wish to petition the Department for consideration of a specific issue (including re-entry or advanced placement) or who intend to file a formal grievance 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 Internship/Field Experience 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.

**Public Health APPENDIX D**

**Student Petition**

**Department Chair Decision**

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**Department Chair Signature** \_\_\_\_\_ -  
**Date** \_\_\_\_\_

**Student Affairs Committee Decision:** Approved  Disapproved

**Reason for Decision**

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**Student Affairs Committee Signature** \_\_\_\_\_  
**Date** \_\_\_\_\_

**Public Health APPENDIX E**

**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:** \_\_\_\_\_

## Public Health APPENDIX F

### 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 Internship/Field Experience 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 Date

### Faculty to route form chair of Student Affairs Committee:

- The Length of Absence from Internship/Field Experience.** If the resolution of the health problem requires more than one Internship/Field Experience 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 Internship/Field Experience Agency Policies.** USCB Public Health students and faculty must meet the health requirements of our Internship/Field Experience 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 Internship/Field Experience 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 )

## APPENDIX G

### Student Affirmation of Understandings

1. I understand that admission to the program does not mean success.
2. I understand that I will be evaluated on academic as well as Internship and Field Experience skills and professional behaviors.
3. I understand that Public Health requires honesty and personal integrity. If either come into question it will prompt faculty to review my standing in the program.
4. I understand that it is my responsibility to keep my Internship/Field Experience clearance documentation current and provide verification to the course coordinator of the current semester's course.
5. I understand the standards for success in the Public Health courses and that I am responsible for monitoring my own learning.
6. 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.
7. I understand that the course work of this program requires CONSISTENT classroom attendance and active participation.
8. I understand that I will be responsible to provide my own transportation to Internship and Field Experience sites.
9. I understand that I must maintain confidentiality of information I become aware of.
10. I understand that I may be required to complete a background check and drug screen and that this may occur at any time throughout the duration of the program.
11. I understand that I must act professionally and will show respect to my peers, faculty, and staff.
12. I agree to release University of South Carolina Beaufort from any consequences for any negligent or careless acts committed by me.
13. 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 Bachelor of Science in Public Health 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 BSPH Student Handbook.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Student Name (print) \_\_\_\_\_

This form was submitted to me: \_\_\_\_\_ on \_\_\_\_\_  
Faculty or Staff signature Date