



Mary Black School of Nursing

Bachelor of Science in Professional Nursing

History

The Mary Black School of Nursing is named in honor of Mrs. Mary Black Phillips and the late Miss Rosa Black in appreciation for the generosity of the Black Family for their role in securing funds for the building that houses the School of Nursing. The School began offering the Associate Degree in Technical Nursing in 1967 with the beginning of the University. This program closed in 2005. The Bachelor of Science in Nursing program began in 1977 as an upper division program for registered nurses. In 1986, the first generic four year track began.

In 2003 the University of South Carolina Upstate opened an additional campus for the University in Greenville, South Carolina at the University Center (UCG). Classrooms, computer laboratories, a learning resource center and faculty offices support the undergraduate program at the Greenville site.

Mission

The primary mission of the Mary Black School of Nursing as part of the University of South Carolina Upstate, is to serve the citizens of the Upstate South Carolina by providing educational programs in nursing that are of the highest quality. Programs offered at the Mary Black School of Nursing use a variety of teaching modalities and foster inter-institutional articulation for students who are diverse in background, age, race, ethnicity, gender, educational experiences and needs. Programs are founded upon strong partnerships with the community, including health care organizations and health care providers in Upstate South Carolina.

The faculty of the Mary Black School of Nursing are committed to excellence in teaching, advising and in providing experiential learning opportunities that empower students to become competent professionals who give high quality nursing care to diverse populations. The faculty provide leadership in addressing nursing educational needs and in promoting the health and welfare of the citizens of Upstate South Carolina through educational outreach, scholarship and professional service.

Philosophy

Baccalaureate nursing education at the Mary Black School of Nursing prepares individuals for professional nursing practice to serve the people of Upstate South Carolina and beyond. The Baccalaureate Nursing Program's philosophy reflects the vision, mission and goals of the University of South Carolina Upstate and the Mary Black School of Nursing. This philosophy includes the faculty's beliefs about human beings, the environment, health, nursing, baccalaureate nursing education, the teaching-learning process, and characteristics of the professional nurse.

The faculty believe that human beings (individuals, families, groups, aggregates, and communities) are complex, interrelated, and interdependent open systems composed of multiple subsystems. Humans are integral with and cannot be separated from their environment. They continuously receive and process inputs from their environment and provide outputs to that environment. Outputs are the result of the transformation of inputs and are influenced by a hu-

man's biological, cognitive, psychological, social, cultural, and spiritual subsystems. Human beings strive to achieve higher levels of functioning and complexity through developmental processes. Human beings are greater than and different from the sum of their parts. This holistic view of human beings focuses on the dynamic interaction, pattern, organization, and relationship of subsystems and supra-systems.

The faculty believe that environmental concerns are global in nature. The environment includes but is not limited to the political, social, economic, technologic, genetic, and ecological systems that influence or are influenced by human beings. The environment is the context in which nursing occurs.

The faculty believe that health is a dynamic process constantly changing and existing on a continuum of wellness to illness from birth to end-of-life. The mutual interaction of biological, cognitive, psychological, social, cultural, and spiritual subsystems results in health. Culturally based beliefs, values and lifestyles, natural and social environments, genetic background, and developmental level all affect the client's experience and definition of health. Optimal wellness is achieved through self-care behaviors, partnerships with families and communities, and interventions with health care providers.

The faculty believe that nursing, a subsystem of the health care delivery system, is an open system. The scope of professional nursing practice includes health promotion, maintenance, restoration, rehabilitation, as well as the prevention and detection of health alterations. Caring is integral to professional nursing practice and extends to self and others in the provision of humanistic health care. Professional nursing practice is both a caring art and an applied science based upon synthesis of knowledge from nursing and the liberal arts and sciences. Through partnerships, nursing creates a sociopolitical force that promotes and enhances health and health care.

The faculty believe that teaching-learning occurs from interactions and transactions between and among students, faculty, and clients. Learners are diverse in their biological, cognitive, psychological, social, cultural, and spiritual characteristics. Learning is a continuous process facilitated by self-assessment, technology, and a variety of teaching methods that accommodate diverse learning styles and individual learning needs.

The faculty believe that baccalaureate nursing education is broad-based and consists of professional nursing, liberal arts, and science courses. The baccalaureate program prepares the student to synthesize, think critically, and make clinical judgments within ethical, moral, and legal frameworks. The program provides opportunities for students to assume responsibility for the total scope of nursing practice for diverse individuals, families, groups, aggregates, and community clients in structured and unstructured settings. Students learn to function in a variety of roles such as: providers of care, consumers of research, collaborators, advocates, educators, leaders, and managers. The goal of baccalaureate nursing education is to prepare innovative

leaders in nursing practice. It prepares students to integrate cutting-edge knowledge such as genetics, environmental health, and community-focused health care. Baccalaureate nursing education prepares students to access, critique, and examine research for its implications and utilization in evidence-based nursing practice and provides the foundation for graduate education in nursing.

The faculty believe that the baccalaureate graduate synthesizes and applies broad knowledge from the liberal arts, sciences, and nursing to provide theoretical and evidence-based nursing care. Drawing upon cognitive, affective, and psychomotor domains of learning, the professional nurse uses critical thinking strategies to provide holistic care to diverse clients with simple and/or complex health needs. The professional nurse is accountable for nursing care and acts in independent, interdependent, and dependent roles to provide and coordinate health care. The use of complex communication skills by the baccalaureate graduate facilitates interpersonal relationships and enhances therapeutic nursing interventions to effect change. Through life-long learning, the professional nurse incorporates new knowledge and technologies to improve care and advance nursing practice. The baccalaureate graduate, as a leader and responsible citizen, creates the social, economic, and political systems that impact global health.

Undergraduate Program Objectives

1. Synthesize knowledge from broad-based liberal arts, sciences and nursing to provide theoretical, evidenced-based holistic nursing care.
2. Internalize professional nursing roles in providing holistic care for diverse populations across the lifespan.
3. Perform, teach, supervise and delegate previous and newly acquired technical skills/scientific rationale at a safe and competent level.
4. Design a comprehensive plan of care for diverse populations in a variety of settings that reflects analysis of assessment data to develop and implement strategies for health promotion, risk reduction and disease prevention/restoration/rehabilitation.
5. Use nursing process to manage the care of clients with acute and chronic health alterations to maximize quality of life and optimize their levels of function assist with end-of-life care.
6. Demonstrate critical thinking in making clinical judgments, engaging in creative problem solving and decision making to ensure desired client outcomes.
7. Use knowledge and skills related to ethical and legal principles to advocate for client's well being and preferences.
8. Synthesize knowledge of leadership/management theory into the nursing roles of designer/manager/coordinator of care in professional nursing practice.
9. Integrate complex verbal, nonverbal, written communication skills and information technology into professional nursing practice.
10. Participated in collaborative partnerships with other healthcare providers and community members to enhance the health of the community.
11. Apply research findings to guide problem resolution, make clinical decisions and evaluating outcomes in professional nursing practice.

12. Synthesize knowledge from global, social, economic, epidemiologic and political systems to understand/influence change in healthcare delivery systems and professional nursing practice.

13. Demonstrate accountability for one's own decision and action in professional nursing practice.

14. Engages in ongoing self-assessment, self-directed learning and professional goal setting.

15. Demonstrates caring behaviors for self, colleagues, clients and the profession of nursing.

Accreditation

The School of Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC) and is also approved by the South Carolina Board of Nursing. Inquiries can be made to the NLNAC at:

National League for Nursing Accrediting Commission
61 Broadway
New York, NY 10006
1-800-669-1656.

Inquiries may also be made to the South Carolina Board of Nursing at:

PO Box 12367
Columbia, South Carolina 29211-2367
803-896-4550

Bachelor of Science in Nursing Program (BSN)

This professional program prepares graduates to assume entry-level positions in a variety of health care settings. The program is divided into two components, entry as a pre-nursing major focused on meeting course pre-requisites and entry as a nursing major focused on the clinical and didactic portions of the nursing curriculum. Required pre-nursing courses provide a broad background in general education and form the foundation for the professional nursing component of the program. Courses taken in the last two years of the program provide the theoretical and practical basis for nursing practice in an increasingly complex health care system. In addition to focusing on the essentials of nursing in the hospital, the curriculum also emphasizes community based and primary care. Opportunities to provide care to diverse clients are provided. Use of technology is integrated through out the program. The program prepares graduates for professional positions immediately after graduation and provides a firm foundation for graduate study. Students who earn the Bachelor of Science in Nursing degree are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Bachelor's Degree for Registered Nurses (RN to BSN)

Registered nurses who have previously earned diplomas or associate degrees in nursing are admitted to the undergraduate program to meet requirements for the Bachelor of Science in Nursing degree. Students are able to complete all degree requirements on a full time basis in one calendar year of study.

The School awards 35 semester hours of validated nursing credit to each registered nurse for past nursing courses.

Distance Learning

The mission of the School is to provide excellence in teaching and as such is dedicated to providing unique opportunities and creative flexible programs for students, faculty and the community. Distance learning and the use of other new educational technologies are part of the future in the continuing mission. The School offers the RN to BSN program in three modalities, traditional classroom, web and educational television. For further information and class offerings, please contact the School of Nursing Office of Student Support Services (864) 503-5446.

Facilities

The School of Nursing utilizes the facilities and resources of the entire university, the community and health care agencies. The School of Nursing has two campuses that offer the undergraduate program in nursing, one at the main campus at the University of South Carolina Upstate (USC Upstate) and one on the Greenville campus at the University Center at Greenville (UCG). The UCG campus is equipped with state of the art classrooms, computer labs in addition to a separate Learning Resource Center.

The School on the main campus is currently housed in a one story building centrally located on the USC Upstate campus. Classrooms equipped with current educational technology as well as the Learning Resource Center assist students to learn in multiple modalities.

The School of Nursing offers a diversity of clinical sites for student experiences. The Mary Black Hospital, Spartanburg Regional Medical Center, Greenville Hospital University Medical Center, and Bon Secours St Francis Hospital are some of the primary sites used for clinical experiences. The School has contracts with over 50 additional health care agencies in the upstate supporting the variety of clinical learning experiences for all students.

Transportation

Clinical learning experiences are varied in settings and are located in both Spartanburg and Greenville and surrounding counties. Students are expected to travel to and from all clinical experiences. Students are responsible for providing their own transportation and carrying appropriate insurance. The School of Nursing is not liable for any traffic violations or auto mishaps during the students' commute.

Responsibilities to Clinical Agencies

Students are responsible for complying with policies and procedures required by clinical agencies. Failure to meet these requirements may lead to exclusion from required clinical educational experiences and prevent progression in the program.

Computer Literacy

The School of Nursing acknowledges that health care delivery systems are evolving at an accelerated rate and becoming increasingly reliant on computer technology. Computer literacy is rapidly becoming a basic communication skill. Prior to enrolling in nursing courses, it is suggested that students familiarize themselves with basic computer skills. Students should be able to use a computer to log onto their email account to communicate with other students and faculty. They should be able to log on to the Internet to

access class content. Ability to use a word processing program and perform Internet searches for health care related materials are also suggested skills.

Advising and Assistance

The focus of advising in the School of Nursing is to assist students to successfully progress toward their educational objectives. The baccalaureate degree program is divided into two components: the lower division and the upper division. All nursing students are currently advised by nursing faculty. It is very important that you meet with your assigned advisor each semester. Your advisor will speak with you about your academic plan of study as well as future employment and educational goals.

Admission Policies

Admission as a Freshman

Entering USC Upstate freshman interested in nursing as a career must meet general entrance requirements of the university. Each student declaring nursing as a major are noted as "pre-nursing students" and are advised by assigned nursing faculty. Students enrolled in the lower division of the school should meet with an advisor in planning an appropriate program of study. The program of study will ensure that each student registers for the correct prerequisite courses for the upper division courses. Students must meet with a nursing advisor each semester prior to registration. Students must complete all prerequisites prior to enrolling in the upper division of nursing. For information or assistance, call the School of Nursing (864) 503-5440.

Admission into the nursing major is competitive. A separate application for the final two years of the nursing major must be submitted by published dates on the forms provided by the School of Nursing. The School admits applicants for the non-licensed portion of the upper division twice a year for each campus for the fall and spring semesters. Each semester's junior class is selected from all applicants who meet all the minimum requirements. For the registered nurse students, applicants are selected for the fall semester only.

Admission to the Upper Division

The final two years of the nursing curriculum are composed of professional nursing courses. In order to be considered for admission to the professional nursing major, students enrolled at USC Upstate must complete a separate application form which is available through the School of Nursing. Transfer students must first apply to USC Upstate through the Office of Admissions and then complete a separate application available through the School of Nursing.

The Admission and Progression committee reviews all applications and admits students to the program based on the stated requirements. Admission is competitive and is based on the applicant's cumulative grade point average (GPA) for the pre-requisite courses as well as available space in the admitted class.

Applications for admission for non-licensed students must be submitted by February 1 for fall semester admissions and applications for spring semester admissions must be submitted to the School of Nursing not later than September 1. Students typically apply for admission into the upper division during the last semester of their sophomore year.

Applications for admissions for the registered nurse program (RN to BSN) must apply by February 1 prior to the fall semester in which they will plan to begin the program.

Admission of Students

Application for admission to the upper division for non-registered nurses is competitive. Each semester's class is selected from applicants who meet the minimum requirements:

- a) Admitted to the University of South Carolina Upstate.
- b) Completion of all pre-requisite course (lower division general education studies) with a grade of C or better.
- c) Minimum GPA of 2.5 on a 4.0 scale.
- d) Only one nursing course or required science course may be repeated to earn a grade of C or better. If courses are repeated, both grades will be included in the calculation of the GPA.

Students with a cumulative GPA of less than 2.5 but meeting all other admission requirements MAY be considered for possible admission to the program. If admitted, the student will be placed on probationary status and must successfully complete the semester with a "C" or better in all attempted coursework. Failure to achieve a minimum of a C in all courses will result in removal from the program.

Admission of Registered Nurse Students

Application for admission to the upper division for registered nurse students is selective. Each year's class is selected from students who meet the minimum requirements:

- a) Minimum grade of C on all required prerequisite courses.
- b) Completion of all lower division course requirements as listed on the Bachelor of Science Nursing Curriculum RN Completion Track Student Worksheet.
- c) Graduation from an associate degree or diploma program in nursing.
- d) Hold an unencumbered license. Clinical experiences in states other than South Carolina require an active license in that state.

Enrollment and Progression Policies

Southern Council on Collegiate Education for Nursing (SCCEN) Core Performance Standards

The Mary Black school of Nursing requires all applicants and continuing students to meet core performance standards as defined by the Southern Council on Collegiate Education for Nursing (SCCEN). These core performance standards are defined as follows:

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): ability to interpret, investigate, communicate, and comprehend complex situations; identify cause and effect relative to clinical situations; ability to make decisions and assess situations under varying degrees of stress; ability 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): 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): move around a client's room, work spaces, treatment areas and administer CPR; calibrate and use equipment; position and transfer clients; capable of lifting up to 50 pounds independently; pushing up to 200 pounds independently; 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 limitation 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: Must have auditory ability sufficient to monitor and assess health needs. Examples of necessary functional abilities associated with this standard include (not all inclusive) ability to hear auscultatory sounds, monitor alarms and emergency signals; ability to hear soft whispers of clients and families and able to tolerate loud noise for extended periods of time. Assistive devices must correct hearing to this degree and 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 include (not all inclusive): observe client responses; accurately read equipment, gauges and monitors; vision correctable to 20/40, normal depth perception and ability to distinguish colors; ability to tolerate offensive visual situations.

Standard 6: Smell: Must have smelling ability to monitor and assess health needs. Examples of necessary functional abilities include (not all inclusive); ability to differentiate between various types of smells and odors and ability to tolerate offensive odors.

Please note that students will be accommodated in accord with the American with Disabilities Act.

Criminal Background Checks

Clinical agencies are requiring all students to have a criminal background check (CBC). This CBC must be conducted prior to enrolling in the upper division of the nursing program. The federal and state CBC policy for USC Upstate Mary Black School of Nursing has been developed based on DHEC Procedures for Conducting State and Federal Criminal Background Checks for Direct Caregivers. If a student has been found guilty or has pleaded no contest to child or adult abuse, sexual assault, assault with a deadly weapon, neglect or mistreatment of residents/patients/clients or misappropriation of resident/patient/clients property, the facility cannot permit that student to work as a direct caregiver. The criminal background checks are done for a seven year retrospective screen. The student assumes the cost of these requirements.

Drug Screens

Clinical agencies are requiring students to take a drug screen prior to caring for patients. For obvious health and

safety concerns, nurses must conduct health care and educational activities fully in control of their manual dexterity and skills, mental faculties, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes or impairs the judgment or motor coordination of nursing students in a health care setting poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. Preventing and/or detecting substance abuse, as defined below, is particularly critical in the Mary Black School of Nursing's Upper Division of the BSN program, where students spend a considerable amount of time learning patient care in a variety of clinical settings. The Mary Black School of Nursing recognizes its responsibility to endeavor to provide a safe, efficient academic environment for students and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities.

Therefore, the following policy has been adopted to:

a. Proscribe substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Policy, or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;

b. Identify students in the upper division of the BSN program who may have a drug or alcohol-related impairment or conviction that may impact their ability to learn safe nursing care practices or that may create unacceptable risks for the University or clinical agencies in which students have clinical experiences;

c. Cooperate with affiliating clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate Mary Black School of Nursing officials.

Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demean-

or and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any nursing student while on University or affiliated clinical site premises or while participating in any University-or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; and (c) a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

Students in the Upper Division of the BSN program will be required to provide (among all other items of information) a signed statement that he or she does or does not engage in substance abuse activities as defined herein. Further, he or she must indicate any legal convictions pertaining to the manufacture, use, possession, sale or other distribution of illegal or legally controlled substances; pertaining to or related to the abuse of alcohol or any other chemical substance; and the consequences of any such conviction(s).

Failure to provide the above-required information, past legal convictions for activities related to illegal or legally controlled substances, and/or information or evidence that reasonably establishes a past pattern of chemical substance abuse will be grounds for dismissal from the program. However, prior legal convictions related to chemical substances will be considered along with all other information pertaining to the individual, and will not produce automatic dismissal from the program. Discovery that false or fraudulent or misleading information was provided prior to matriculation will be grounds for dismissal from the program.

Detailed information will be provided to each student after acceptance into the upper division of the program.

Physical Examinations

Each nursing student must have an *annual* physical examination by a physician or a certified nurse practitioner. You may choose to have your physical examination through your personal health care provider or through the USC Upstate Health Service Office (1-864-503-5197). Reports of this examination must be submitted on forms provided from the Mary Black School of Nursing and must be received by the School of Nursing by published deadlines. Individual clinical agencies may require additional documentation for specific health requirements which must be met by each student attending that agency.

Immunizations and Titters

To comply with clinical agency contracts, each student must provide proof of a series of immunizations and/or titters. Some of this same information **MUST** also be sent to Health Services on the form sent to you by the USC Upstate Admissions Office). We highly recommend that nursing students receive the Hepatitis B Vaccine to develop immunity to this form of viral hepatitis. A series of three doses is required to achieve immunity. Students who do not take the Hepatitis B Vaccine are required to sign a waiver stating

such refusal. The USC Upstate Health Service Office can administer the vaccine for \$100 (if born *before* 1978) or free (if born *after* 1978). Students must submit proof of the following immunizations:

- Tetanus Diphtheria Booster (within last 10 years)
- Varicella vaccine or positive titer
- Rubella vaccine or positive
- Tuberculosis (negative) PPD (2 step) of a negative chest x-ray
- Hepatitis B vaccine (see above)

Nursing students will be caring for clients whose HIV status is unknown and all students and faculty use universal precautions when caring for any client. Nursing students who believe themselves to be at risk for transmission of

HIV/AIDS are urged to voluntarily inform the University Office of Disability Services who will collaborate with faculty to determine if modifications in clinical courses can be reasonably accommodated.

Health Insurance

Clinical agencies are also encouraging students to possess health insurance. Hospitals and health agencies provide health insurance. Hospitals and health agencies provide emergency treatment to students for injuries or illness occurring in the course of the program requirements in their agencies. Treatment for illness will be at the expense of the students. Treatment for injuries will be covered through Workman's Compensation. The University pays all fees for enrollment in Workman's compensation. emergency treatment to students for injuries or illness occurring in the course of the program requirements in their agencies. Treatment for illness will be at the expense of the students. Treatment for injuries will be covered through Workman's Compensation. The University pays all fees for enrollment in Workman's compensation.

Cardio-pulmonary Resuscitation (CPR)

To be in compliance with clinical agency contractual agreements, all students in must be certified in CPR (Adult and Child/Infant). This certification must be active for the entire time you are enrolled in nursing courses at USC Upstate. Please check requirements, some CPR certifications require annual recertification and some programs require recertification every two years. A CPR course is offered at USC Upstate Health Services for a nominal fee.

Liability Insurance

Each student is covered for malpractice liability under the auspices of the University of South Carolina Upstate. It is suggested that registered nurse continue to maintain their own liability policy.

Occupational Safety and Health Administration (OSHA)

Students must be current with the standard OSHA requirements of infection control, fire safety, management of hazardous materials, and back safety. The School of Nursing Learning Resource Center (LRC) maintains a self-paced computer assisted program for OSHA compliance.

Health Insurance Portability and Accountability Act (HIPPA)

Each student must successfully complete the HIPPA program and test in order to assure compliance with HIPPA regulations. Some clinical agencies may require students to complete agency specific HIPPA programs and tests also.

Progression Policies

1. Any student who fails to take nursing courses in sequence will be removed from the program.

2. Students must achieve a grade of C or higher in every nursing course to progress in the program. Students who fail to achieve a minimum grade of C in any nursing course (classroom course or clinical/lab course) will be dismissed from the program. Students may apply for readmission to the program and if readmitted, will be required to repeat that course prior to enrolling in any subsequent course. Re-admitted students who subsequently receive a second grade of below "C" in any nursing course will be permanently dismissed from the program.

3. Students must complete the program of required nursing course within four years of initial entry in to the program. Students who exceed the four year time limit will be dismissed from the program.

Readmission Policies: A student who has been removed from the program for receiving a grade of less than "C" in one nursing course may reapply for admission to the School of Nursing. The student must submit another admission application to the School of Nursing and attach a letter of petition for readmission.

Graduation Requirements: Students must meet all requirements for graduation as stated in this academic catalog. Students graduating with a degree in nursing must have a minimum GPA of 2.0 in all required nursing courses.

Transfer of Credit: Students wishing to transfer to the baccalaureate program from other institutions will have their transcripts evaluated to determine the comparability with courses at USC Upstate and applicable to the nursing program of study.

Auditing of Nursing Courses: USC Upstate guidelines are followed related to auditing of courses. SNUR 301: Nutrition and SNUR 302: Pharmacology may be taken audited. After admission to the nursing program, the following courses may be audited: SBSN 305: Health Promotion Across the Lifespan, SBSN 306: Introduction to Professional Nursing, SBSN 420: Current Topics, and SBSN 497: Nursing Issues. Students may not audit a nursing course with a co requisite practicum. No nursing practica may be audited.

Credit by Examination: Some general education and supporting courses may be exempted by having successfully passed Advanced Placement (AP) tests in high school, College Level Examination Program (CLEP) tests, Defense Nontraditional Education Support (DANTES) tests or challenge examinations prepared at USC Upstate (see Credit by Examination section of this catalog). More specific information may be obtained from the Counseling and Career Development Center. RN to BSN students must complete all credit by examination prior to the completion of SBSN 350: Concepts of Professional Nursing. Licensed practical nurses may obtain credit for SNUR 301 and SNUR 302, SBSN 310, SBSN 310P, SBSN 305, SBSN 306, SBSN 320P and SBSN 325P by successfully completing the required validation examination.

College Level Examination Program (CLEP or the Defense Activity for Nontraditional Education Support (DANTES): Following general university policy, a combination of CLEP and/or DANTES examinations may be taken to obtain up to 30 hours of credit. Junior and se-

nior level nursing courses cannot be validated by CLEP of DANTES. CLEP or DANTES examinations are not acceptable for physiology, anatomy, chemistry or microbiology.

Professional and Pre-professional Organizations

Student Nurses Association (SNA)

The Student Nurses' Association of the Mary Black School of Nursing welcomes pre-nursing and nursing students who are enrolled in the baccalaureate nursing program and the RN to BSN program. Through their participation in various activities, students develop awareness of professional accountability and ethical standards mandated by the nursing profession. Planned, organized monthly meetings that focus on the provision of quality health care and advances in nursing education contribute to the student's knowledge base. By participation in SNA the students develop a leadership potential that will enable them to be future leaders in the nursing profession.

Sigma Theta Tau International Honor Society, Mu Rho Chapter

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people. They support the learning and professional development of members, who strive to improve nursing care worldwide.

The Mu Rho chapter of Sigma Theta Tau was chartered in March 1992. Membership is open to those students in the top 35 percent of the senior class who have attained a minimum cumulative GPA of 3.0. The specific purposes of the Honor Society of Nursing, Sigma Theta Tau International membership are to:

- Recognize superior achievement;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work; and
- Strengthen commitment to the ideals and purposes of the profession.

Bachelor of Science in Nursing Suggested Course Sequence Outline Four-Year Track

(Other course sequences are also possible; students should seek guidance regarding prerequisites. ¹Mathematics 121 or higher is the required prerequisite for Psychology 225: Psychological Statistics. ²Part-time study in nursing is available but nursing courses must be completed within a maximum of 8 semesters; students should consult with their advisor for proper course sequencing.)

Freshman Year

Fall

English 101	3
Biology 232/L	4
Mathematics 120 or higher ¹	3
Computer Science 138	3
Elective	3
Semester total	16

Spring

English 102	3
Chemistry 109/L	4
History 111 or 112	3
Psychology 101	3
Fine Art	3
Semester total	16

Sophomore Year

Fall

Biology 242/L	4
Psychology 302	3
Speech 201	3
Sociology 101	3
Foreign Culture	3
Semester total	16

Spring

Biology 330/L	4
Government 201 or American Studies 101 or 102	3
Statistics	3
Arts & Humanities	3
Semester total	13

Junior Year (Admission to the BSN program is required to enroll in SBSN courses 306 and higher).

First semester²

SBSN 305	3
SBSN 306	3
SBSN 310	2
SBSN 310P	1
SBSN 320P	3
SBSN 325P	3
Semester total	15

Second semester²

SBSN 330	3
SBSN 330P	2
SBSN 340	3
SBSN 340P	2
SBSN 360	3
SBSN 360P	2
SBSN 370	3
Semester total	18

Senior Year

First semester²

SBSN 410	3
SBSN 410P	3
SBSN 420	3
SBSN 430	3
SBSN 441	3
SBSN 441P	3
Semester total	18

Second semester²

SBSN 450	3
SBSN 450P	2
SBSN 461	3
SBSN 461P	3
SBSN 497	2
SBSN 499P	3
Semester total	16
Total Hours Required	128

Curriculum Option for Registered Nurses

The registered nurse completion track is designed for graduates of associate degree and diploma programs in nursing. It is comprised of courses in nursing, sciences and liberal arts. Registered nurses, who have completed successfully the elective, general education, and supporting courses, and who have met the admission requirements, may complete the program in one calendar year of study as outlined in the course sequence. Students must begin the program of study in the fall semester to complete the one-year option. Courses are offered via SC ETV, at the University Center Greenville, and via the Internet. Didactic classes on ETV and at UCG will be held one day per week, while internet courses are offered in the asynchronous mode. All registered nurse completion track students will complete clinical practica at times convenient to them and their preceptors. Students desiring part-time study or completion of the program of study on the USC Upstate campus will require a longer period of time to complete the program.

All policies related to the Bachelor of Science in Nursing four-year track program apply to the registered nurse completion track unless specifically identified as four-year track policies.

Admission Requirements

See Admission Requirements in this section.

Advanced Placement

Registered nurse completion track students may receive up to 35 semester credit hours in nursing based upon successful completion of an associate degree nursing program or a diploma nursing program, licensure as a registered nurse, and successful completion at USC Upstate of SBSN 350.

Continuation Standards

See Continuation Standards in this section.

Academic Residency

RN completion track students are required to meet the USC Upstate academic residency requirement. The last 25% (32 semester hours) of the curriculum must be courses offered through USC Upstate.

RN Completion Track One-Year Option Course Sequence Outline

(Part-time study is also possible; students should seek guidance regarding required sequencing.)

Prerequisite Credit:

General Education Support Course, Electives	61
Advanced Placement Credit for Nursing Courses	35

Fall Semester

SBSN 350.....	3
SBSN 350S	2
SBSN 310.....	2
SBSN 310P	1
SBSN 430.....	3

Semester total11

Spring Semester

SBSN 370.....	3
SBSN 420	3
SBSN 435P	4

Semester total10

Summer

SBSN 461	3
SBSN 461P	3
SBSN 497.....	2
SBSN 498.....	3

Semester total11

Total Hours Required.....128

Bachelor of Science in Professional Nursing Curriculum RN Completion Track

Student Worksheet

General Education Requirements¹

I. Communication	
_____ English 101 and 102	6
_____ Speech 201	3
II. Mathematics	
_____ Math 120 or 121 or higher except SMTH 202 or 315	3
_____ Statistics (SMTH 102, 202 SPSY 2252, SSOC 201)	3
III. Arts and Humanities	
_____ Fine arts	3
_____ History 111 or 112	3
_____ One course selected from the following (but not more than 3 hours in a single discipline in the fine arts): American literature; American studies; art; English literature, linguistics, film or writing; history; literature in a foreign language; music; philosophy; religion; theatre; world literature; women's studies.	3
IV. Social and Behavioral Sciences	
_____ Government and International Studies 201 or American Studies 101 or 102	3
_____ Psychology 101	3
_____ Sociology 101	3
V. Natural Science	
_____ Biology 232	4
_____ Biology 242	4
VI. Foreign Culture	3-4
_____ Anthropology 102; art; Economics 503; English 275, 289, 319, 322, 423; Geography 121, 212, 340; Government and International Studies 310, 326, 327, 420, 491; History 112, 335, 336, 337, 340, 341, 343, 360, 370, 361, 371, 372, 391; any foreign language course except 103; Religion 103; Government 420.	
VII. Computer Studies	3
_____ Computer Science 138 or a computer science course numbered 141 or above	
VIII. Senior Seminar	
_____ SBSN 497: Issues in Professional Nursing Practice	2

Professional Nursing²

_____ SBSN 350: Professional Nursing Role Transition	3
_____ SBSN 350S: Professional Nursing Role Transition Seminar	2
_____ SBSN 310: Health Assessment	2
_____ SBSN 310P: Health Assessment Practicum	1
_____ SBSN 370: Nursing Research	3
_____ SBSN 420: Current Topics in Nursing	3
_____ SBSN 430: Leadership in Nursing Pr	3
_____ SBSN 435P: Professional Nursing Role Transition	4
_____ SBSN 461: Community & Public Health Nursing	3
_____ SBSN 461P: Community & Public Health Nursing Practicum	3
_____ SBSN 498: Professional Nursing Role Transition Project	3

Advanced Placement

_____ **Advanced Placement credit for RN Completion track students who meet the advanced placement requirement** **35**

Supporting Courses²

_____ Psychology 302	3
_____ Biology 330	4
_____ Chemistry 109	4

Electives²

_____ 3

_____ **Total Hours Required** **128**

¹Mathematics 121 or higher is the required prerequisite for Psychology 225

²All courses must be completed with a minimum grade of C or better.