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SECTION I: THE SCHOOL OF NURSING

Welcome To The School Of Nursing!

We want you to have a rewarding and satisfying experience with us. This handbook was prepared at the suggestion of fellow students as a supplement to the current Undergraduate Announcements. The Undergraduate Announcements is the major source of information about academic policies and should be referred to whenever you have questions. The faculty and staff will assume that you are familiar with this information, so please take a few minutes of your valuable time to study them. Again, welcome to the School of Nursing and Clemson University, and best wishes in your studies!

~The School of Nursing Faculty and Staff

The School of Nursing Overview

The School of Nursing is an integral part of Clemson University, a land grant, state supported institution of higher learning. The School is committed to the purposes of the university which are teaching, research and service to the people of South Carolina, the nation, and the world. The goal of Clemson University School of Nursing is to prepare nurses for professional practice and leadership, and to advance nursing knowledge.

In a climate of rapid changes in the health care system, driven by control of costs of health care, nursing is recognized historically and currently as a major health care provider in health promotion, health maintenance, and rehabilitation. Nurses have more sustained contact with recipients of health care than any other health care professional. They are often the first responders to health care problems of the public. In addition to being the provider of direct care and the manager of health care provided by others, nurses are the advocates, teachers and counselors for health care recipients. Nurses are increasingly involved in complex decisions crucial to the life and safety of patients. They accept greater responsibility for care, which was previously assumed by other disciplines. As a result of these rapid changes in the health care system, the complexity of nursing practice has increased significantly. Thus, a broad and in depth educational experience is needed to prepare the professional nurse of the future.

The School of Nursing contributes to the improvement of the health and quality of life of South Carolinians through its related activities in teaching, research and service. The School of Nursing's Director is Dr. Rosanne Pruitt who is responsible for the bachelor's and master's programs in nursing. Dr. Ann Wetsel is the Graduate Program Coordinator for the School of Nursing. Dr. Deborah Willoughby is the Undergraduate Program Coordinator, and Roxanne Amerson is the Coordinator for the RN-BS Program in the School of Nursing.

The College of Health, Education, and Human Development is headed by Dr. Lawrence R. Allen, Dean. The College of Health, Education and Human Development is comprised of the academic units of Nursing, Public Health, Education, and Parks, Recreation & Tourism Management.

National Accreditation

The School of Nursing is accredited by the following national accreditation agencies:

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW
Suite 350
Washington, DC 20036-1120
202-887-6791

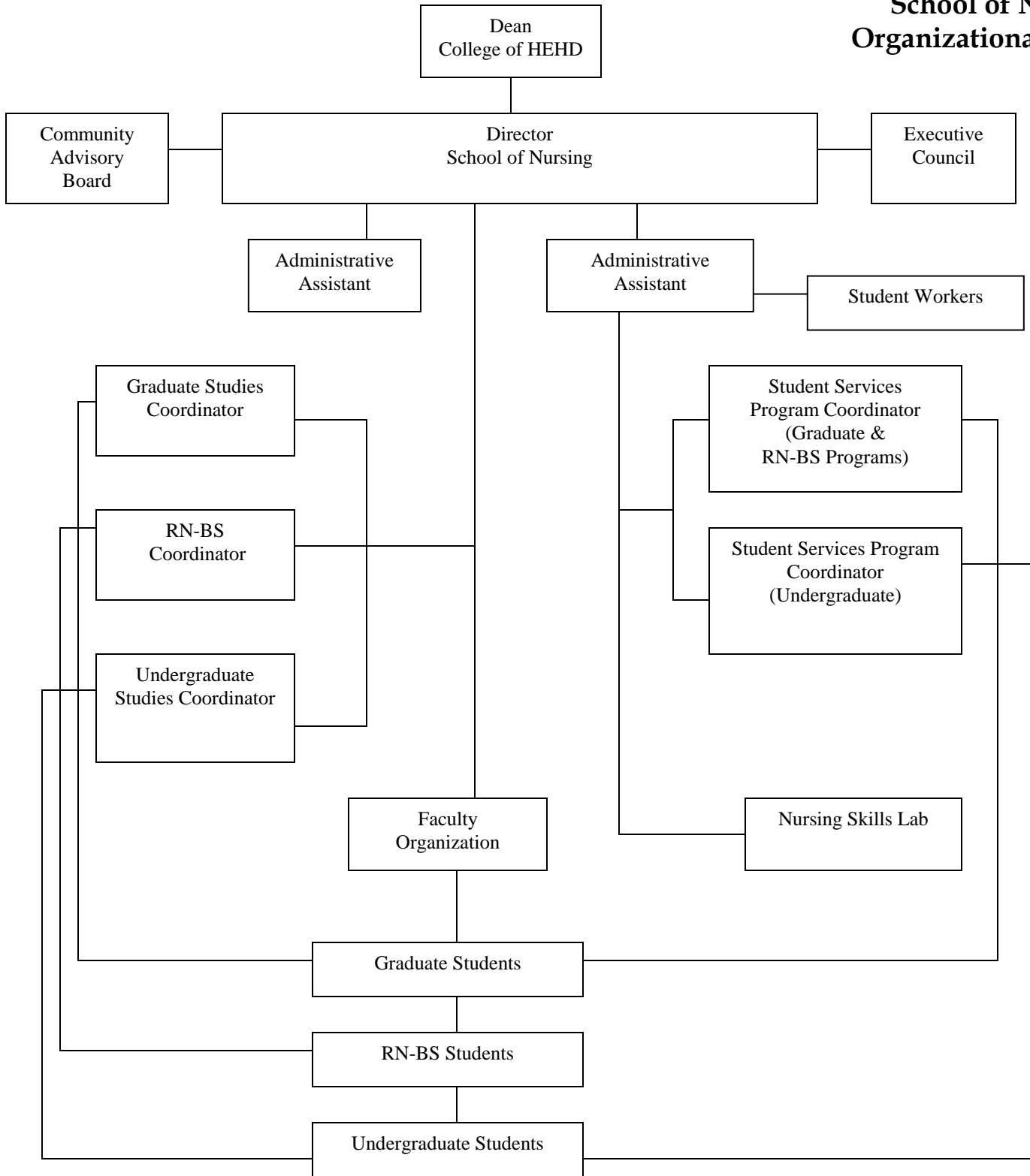
and the

National League for Nursing Accrediting Commission (NLNAC)
61 Broadway
New York, NY 10006.
1-212-363-5553, Ext. 153.

Statement of Equal Opportunity

The School of Nursing follows the University policy in conducting its programs and activities involving admission and treatment of students, employment, teaching, research and public service in a non-discriminatory manner with respect to race, color, religion, sex, national origin, age, handicap or status as a Vietnam era or disabled veteran of any war.

School of Nursing Organizational Chart



Important Contact Information

Dr. Lawrence R. Allen, Dean, College of HEHD, 864.656.7640, lalln@clermson.edu

Dr. Rosanne Pruitt, Director, School of Nursing, 864.656.7622, prosan@clermson.edu

School of Nursing Coordinators

Roxanne Amerson, RN-BS Coordinator, 864.656.5522, roxanna@clermson.edu

Deborah F. Willoughby, Undergraduate Coordinator, 854.656. 1437 - willoud@clermson.edu

Dr. Ann Wetsel, Graduate Coordinator, 864.656.5527/864.250.8881, mwetsel@clermson.edu

Support Staff

Ms. Lynne McGuirt, Student Service Program Coordinator, RN-BS & Graduate Programs, 864.250.8881, lgm@clermson.edu

Ms. Deanna Burns, Student Service Program Coordinator, RN-BS & Graduate Programs, 864.250.6702, dchambe@clermson.edu

Ms. Kim Finley, Student Service Program Coordinator, Undergraduate Program, 864.656.7382, kfinley@clermson.edu

Ms. Cathy Ochs, Business Manager for the School of Nursing, 864.656.5499, cochs@clermson.edu

Additional Resources

UCG Library, Dr. Kultida Dunagin, Librarian, 864.250.8901, kbd@clermson.edu

Clemson Main Library, Chris Colthorpe, Resource Librarian for Nursing, 864.656.0694, colthor@clermson.edu

CU Bookstore, Mike Namaranian, 864.656.2050, mnamar@clermson.edu

The School Of Nursing

Mission

To provide a scholarly center of learning that prepares nurses at the baccalaureate and graduate levels who can advance scientific nursing knowledge and evidenced-based nursing practice through research and outreach. The academic culture of the school values intellectual curiosity, personal accountability, diversity, interdisciplinary collaboration, and the art and science of human caring.

Vision

To be a leading, innovative educational center engaged in preparing nurses for leadership, scholarship and practice to improve the health of people in South Carolina and the global community.

Philosophy

The education, research, and service components of the School of Nursing are based on beliefs about nursing, learning, health, persons, and the environment.

Nursing is both an academic discipline and a practice profession. The science of nursing involves the development and application of nursing knowledge. The practice of nursing involves systematic processes to promote, maintain and restore health and to assure death with dignity. Comprehensive nursing care is provided in a variety of settings to meet diverse health concerns of individuals, families, groups and communities. As an academic discipline, nursing fosters intellectual curiosity, knowledge development and advancement, and faculty and student scholarship.

Health is a dynamic state of relative well being which reflects the efforts of an individual, family, group or community to strive toward potential and adapt to the environment. Persons have a right to the opportunity to achieve maximum health, to maintain dignity, and to participate in decisions influencing personal health.

Persons are holistic beings worthy of dignity, equity and respect. Persons are characterized by biological, psychological, philosophical and sociocultural capacities. The complex nature of person arises from these capacities and is manifested by experiencing, evolving and becoming.

Environment is the context through which individuals, families, groups and communities live and develop. The environment consists of seven major components: (1) biological; (2) psychosocial; (3) cultural; (4) philosophical; (5) educational; (6) political; and (7) geographical. There is constant interaction between the environment and individuals, families, groups and communities, which contributes to reciprocal changes in each. These changes result in a continuous evolution of the context and its inhabitants.

Learning is a life long process involving critical thinking and results in changes in values, beliefs, attitudes and behaviors. Learning is cumulative and occurs in many ways. It is enhanced by learner readiness, active involvement and consideration of individual differences. Teaching is the facilitation of learning and critical thinking and takes place in a climate that encourages and supports a learner's potential. The learner and the teacher share responsibility for the learning process. Evaluation of learning is both formative and summative. Continued learning is essential for effective nursing practice and self-fulfillment.

Professional Nursing Education guides the learner to attain competencies required for professional nursing practice. Nursing education takes into ₅ consideration the uniqueness of the learner and fosters

commitment, accountability, autonomy, leadership, self-awareness and continued professional development.

Baccalaureate education in nursing prepares a generalist and is focused on nursing science with broad support from the biological and behavioral science as well as the humanities. Graduates are prepared to think critically, communicate effectively, make sound clinical judgments and provide nursing care to people of all ages in both traditional and non-traditional settings. The baccalaureate degree serves as the basis for graduate study and continued professional development.

Graduate Education in nursing builds upon the education of the generalist. It provides for acquisition of advanced nursing knowledge and skills which will prepare graduates for changing roles in the future. The degree is based upon theory, research and role development. The graduate degree includes preparation for the next level of academic study.

Revised 8/05

**SCHOOL OF NURSING DOCTORAL FACULTY
2007/2008**

<u>Section</u>	<u>Faculty Member & Degree</u>	<u>School (Doctoral)</u>	<u>Clinical Specialties/Research Interests</u>
10	Janet Craig, DHA, MBA, RN	MUSC	Psych & Administration, End of Life Care
5	Stephanie Davis, PhD, RN, FNP	USC	Women's Health, Quality of Life, Breast Cancer
15	Julia Eggert, PhD, RN, GNP	Clemson Univ.	Gerontology & Cancer Detection
16	Corky Harmon, EdD, RN	UGA	Critical Care
7	Bonnie Holaday, DSN, RN	UCSF	Chronic Illness in Children
14	Linda Howe, PhD, RN	USC-Columbia	History, Adult Health, Educational Research
8	Arlene Johnson, PhD, RN, CNP	Capella Univ.	Pediatrics and Distance Education
13	Nancy Meehan, PhD, RN	Univ. Texas	Nursing Informatics & Research
12	Veronica G. Parker, PhD	MUSC	Bio-statistics and Risk Assessment
6	Rosanne H. Pruitt, PhD, RN, FNP	Univ. Maryland	Community Health Nursing & Primary Care
4	Patricia Smart, PhD, RN, FNP	UGA	Maternal Child, Health Policy, Women's Health
18	Shirley Timmons, PhD, RN	USC	
1	Margaret Wetsel, PhD, RN, CNS	Univ. Texas	Psychiatric and Mental Health Nursing
2	Deborah Willoughby, PhD, RN	GA State Univ.	Med/Surg and Adult Health, Diabetes

SECTION II: PURPOSE, OBJECTIVES, & CURRICULUM INFORMATION

Bachelor of Science Program Overview

The Baccalaureate Program in Nursing at Clemson University prepares professional nurses with the knowledge and skills to think critically, communicate effectively, and to practice as nurse generalists. In collaboration and coordination with the interdisciplinary health team, the professional nurse provides nursing care to people of all ages in diverse settings and is accountable for practice. Baccalaureate nursing graduates will be prepared to assume leadership roles in management of acute and chronic health care problems of individuals and groups as well as health promotion and prevention. The Baccalaureate nursing program is based on nursing science with support from the biological and behavioral sciences as well as the humanities, and serves as a basis for further professional development and graduate study.

Bachelor of Science Program Objectives

Expectations of the baccalaureate nursing graduates are expressed in the outcome objectives of the curriculum. These, too, are congruent with the mission, philosophy, organizing framework and professional standards. At the completion of the BS program, the graduate will:

1. Use critical thinking to provide community based professional nursing care for diverse populations across the life span in multiple settings.
2. Use communication/collaboration skills to interact effectively and appropriately with individuals, families, communities, and other members of the health care team.
3. Demonstrate personal and professional responsibility and accountability for personal nursing practice.
4. Employ leadership and management skills and knowledge of health policy to enhance the quality of nursing care.

RN-BS Curriculum Information

RN-BS Program

The RN-BS program is for registered nurses who want to broaden their area of expertise for today's changing health-care environment.

To be admitted to the RN-BS program the student must:

- Have a cumulative grade point ratio of 2.5 on all college courses attempted.
- Meet general transfer admission requirements of Clemson University.
- Be a graduate of a nursing program accredited by the regional or national accrediting agency
- Have a current license to practice as a registered nurse in South Carolina.

To become enrolled in the RN-BS courses at the UCG a student must:

- Meet all of the above requirements.
- Have completed all required general education courses.

Students who wish to continue in the MS program must meet specific admission requests for the Masters Program.

The student must:

- Maintain a cumulative grade point ratio of 3.0 on all college courses attempted to be eligible to take graduate courses at the undergraduate level (University Policy)
- Submit the following -- one semester prior to enrolling in the graduate program:
 1. A letter of intent to enroll in the Graduate Program to the Director of the School of Nursing.
 2. A completed Graduate School application and fee including GRE scores.
 3. A current resume, including professional goals.
 4. Two letters of recommendation, one of which must be from a School of Nursing faculty member.
 5. Clinical Practice Requirement Form – obtained from the School of Nursing.

PROCEDURE FOR ADMISSION OF RN-BS NURSING STUDENTS

All students seeking admission to the RN-BS degree program with a major in Nursing must meet admission requirements as specified by Clemson University. Applications are available in paper form at the Clemson School of Nursing office located at the University Center of Greenville. The School of Nursing has established procedures for admission to the RN-BS degree program. The School of Nursing abides by federal regulations in admission and progression standard, which may include licensure checks and criminal background checks. The School of Nursing conforms to federal guidelines as a non-discriminatory agency.

DEGREE SEEKING STUDENTS:

The School of Nursing faculty, in conjunction with Clemson University Transfer Admissions, has established criteria for admission to nursing. Prospective students are evaluated using the following criteria.

ADMISSION OF SOUTH CAROLINA REGISTERED NURSES:

All applicants must be a graduate of a NLN Accredited Nursing Program or Accredited College/University. Applicants must also be a currently licensed Registered Nurse in South Carolina.

FULL ADMISSION: Students must have a cumulative GPA of a 2.75 in all attempted college courses. (Effective Fall 2009)

PROVISIONAL ADMISSION: Students must have a 2.75 GPA in their last 60 hours of college courses. Once admitted students must have a 3.0 GPA in their first 9 credits of the RN-BS program.

SCHOOL REVIEW: Students who do not meet the requirements of Full or Provisional admission may submit their file for school review. The committee will review the file to determine if the student could be admitted to the RN-BS program under predetermined conditions.

Master's Program Overview

The Master of Science degree program with a major in nursing is designed to build upon the first professional degree. The student acquires knowledge and skills in advanced nursing practice and may select a nursing specialty in one of the four areas of study: Clinical Nurse Specialist (either Maternal-Child/Adolescent or Adult/Gerontology), Nurse Practitioner (either Family Nursing or Gerontological Nursing), Nursing Administration and Nursing Education. The Nursing Administration option is designed for nurse managers and other nursing supervisory positions. The Nursing Education option is designed to address the shortage of qualified nursing faculty members.

The graduate program articulates with the baccalaureate program in the continued acquisition of advanced nursing knowledge and skills of the specialist. Specialization builds toward advanced nursing practice in selected clinical practice and role areas. Theory, research, and role development are emphasized to enable the graduate to participate in the development of nursing knowledge and contribute to the advancement of the nursing profession. A thesis or clinical problem (non-thesis) option is available. The required credit hours vary from 35-46 credits depending upon the option chosen by the student.

The objectives of the Master of Science degree program with a major in nursing are to provide graduates with the ability to:

1. Integrate advanced knowledge from nursing and related disciplines into a specialized area of nursing practice;
2. Demonstrate competence in a selected functional role of educator, clinical specialist, nurse practitioner, educator or administrator;
3. Evaluate and apply research findings from nursing and related disciplines to advanced nursing practice;
4. Participate in the development of nursing knowledge by identifying researchable nursing problems, conducting research and selectively integrating research findings in advanced nursing practice;
5. Utilize leadership, management, and teaching knowledge and competency to influence nursing practice;
6. Participate as a leader to influence health policy and improve the health care delivery system; and
7. Contribute to the advancement of the nursing profession.

Admission Requirements

In addition to meeting University admission requirements, applicants should be graduates of nationally accredited baccalaureate nursing programs, must have had an undergraduate statistics course, and undergraduate computer course and they must demonstrate evidence of recent basic client assessment skills. In addition, students must document recent significant clinical practice for all advanced nursing practice options, which is defined as 600 hours during the 12 months prior to acceptance into the program of hands on, direct nursing care. The GRE is also a requirement for admission. Scores of 400 or higher are needed on both the verbal and quantitative sections and a 2.5 or higher is needed on the analytical writing section.

REQUIRED GENERAL EDUCATION AND SUPPORT COURSES FOR RN-BS PROGRAM

2008/2009

<u>General Education Course</u>	<u>Credits</u>	<u>Equivalent Clemson Course Needed</u>
Communication and Public Speaking	9	English 101 Composition I (3) English 102 Composition II (3) Speech 250 Public Speaking (3)
Mathematical Sciences	6	Math 101 Intro to Probability (3) Math 203 Elementary Statistical Inference (3)
Physical or Biological Sciences	20	Biology 222 Anatomy and Physiology I (4) Biology 223 Anatomy and Physiology II (4) Microbiology 205 (4) <i>AND 2 of the following 4:</i> Biology 101 General Biology I (4) Biology 102 General Biology II (4) Chemistry 101 General Chemistry I (4) Chemistry 102 General Chemistry II (4)
Cross Cultural Humanities	3	Cross Cultural Humanities (3) – select from list of approved credits in Gen Ed listing
Literature	3	English (3) – select from American, English, World Literature
Social Science	6	Psychology 201 General Psychology (3) Sociology 201 Introduction to Sociology (3)
Nutrition	3	Nutrition 203 Principles of Nutrition (3)
Computer Skills	3	Computer Science 120 (3)
Electives	4-7	Gen. Ed. College Transfer courses
Total= 57-60 hours		

***Only courses in which a grade of “C” or better is earned are considered for transfer credit**

REQUIRED CLEMSON UNIVERSITY SCHOOL OF NURSING BACCALAUREATE
COURSESES
RN-BS Program
2008/2009

36 Credit Hours Total

<u>Course Title</u>	<u>Course Credit</u>
Nursing 333, Genetics	3 (3,0)
Nursing 330, Research in Nursing	3 (3,0)
Nursing 307, Family Nursing in the Community	4 (3,2)
Nursing 313, Health Assessment Through the Lifespan	4 (3,2)
Nursing 304, Pathophysiology for Health-Care Professionals	3 (3,0)
English 314, Business Writing for Healthcare Professionals	3 (3,0)
Nursing 406, Issues in Professionalism	3 (3,0)
Nursing 425, Community Health Nursing	4 (3,2)
Nursing 405, Leadership and Management in Nursing	3 (2,2)
Nursing ###, undergraduate or graduate level courses -The School of Nursing must approve course choices. - Independent study credit may be used to satisfy this requirement. - Independent studies involve working with a faculty member on a project having specific objectives. Examples include conducting research on a particular topic and writing a publishable paper. -A student must have a cumulative grade point average of 3.0 to be eligible to take graduate level courses.	6

Transfer Credit for Nursing Courses (31 credits total)

After completion of NURS 307 with a B or better, students will receive special exam credit of 31 hours for course work completed during their nursing diploma or associate degree program. Special exam credit will be given for the following CU Nursing courses:

<u>Course Title</u>	<u>Course Credit</u>
Nursing 303, Nursing of Adults	7
Nursing 312, Therapeutic Nursing Interventions	4
Nursing 401, Mental Health Nursing	5
Nursing 403, Complex Nursing of Adults	5
Nursing 411, Nursing Care of Children	5
Nursing 412, Nursing Care of the Childbearing Family	5

Total Number of hours needed to receive RN-BS: 124

CURRICULUM PLAN 2008-2009**Bachelor of Science
Registered Nurse Completion Program****FRESHMAN YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
Computer Skills Requirement	(3,0)	3	Science Requirement	(3,3)	4
Mthsc 101, Essential Mathematics	(3,0)	3	MthSc 203, Elem. Statistical Inference	(3,0)	3
Soc 201, Intro to Sociology	(3,0)	3	Engl 103, Composition	(3,0)	3
Science Requirement	(3,3)	4	Psych 201, Intro to Psychology	(3,0)	3
Elective	(3,0)	<u>3</u> ¹	Humanities Req. (Non-Literature)	(3,0)	<u>3</u> ²
		16			16

SOPHOMORE YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
BioSc 222, Hum Anat. Phys I	(3,3)	4	BioSc 223, Human Anat. Phys II	(3,3)	4
Micro 205 Intro to Microbiology	(3,3)	4	Nutrition Requirement	(3,0)	3
Humanities Req. (Literature)	(3,0)	3 ¹	Oral Communications Requirement	(3,0)	3
Elective	(4,0)	<u>4</u>	Elective	(3,0)	3 ¹
		15	Departmental Elective Requirement	(3,0)	<u>3</u> ¹
					16

JUNIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 312 Therapeutic Nrsng Interv.	(2,4)	4 ³	Nurs 303 Nurs Care of Adults	(3,8)	7 ³
Nurs 411 Nurs of Children	(2,4)	5 ³	Nurs 313 Hlth Assess through lifespan	(3,2)	4
Nurs 304 Pathophysiology	(3,0)	3	Nurs 307 Family & Community	(3,2)	<u>4</u>
Nurs 330 Research in Nurs	(3,0)	<u>3</u>			
		15			15

SENIOR YEAR

<u>Fall Semester</u>			<u>Spring Semester</u>		
Nurs 333 Healthcare Genetics	(3,0)	3 ²	Nurs 405 Leadership & Management Nurs	(2,2)	3
Nurs 425 Community Health Nurs	(3,2)	4	Nurs 403 Complex Nurs Adults	(3,4)	5 ³
Nurs 406 Issues in Professionalism	(3,0)	3	Nurs 401 Mental Health Nurs	(2,4)	5 ³
Nurs 412 Nurs Women & Fam	(3,4)	<u>5</u> ³	Engl 314 Technical Writing	(3,0)	<u>3</u> ²
		15			16

TOTAL HOURS = 124

¹ See advisor.² See General Education Requirement. Three of these credit hours must also satisfy the Cross-cultural Awareness Requirement.³ The course is exempt if the student achieves a "B" or better in NURS 307.

NOTES:

- A minimum GPR of 2.5 is required in all courses for progression to junior year nursing courses.
- To progress to junior level nursing courses, students must have a minimum of a 2.5 GPR. A minimum GPR of 2.5 must be achieved in all required nursing courses for progression to the next level. Students may not exceed a maximum of two attempts, excluding a "W" to successfully complete any NURS course.
- Students must pass both the didactic and clinical components to pass all clinical courses.
- A minimum GPR of 2.5 is required for registration in each nursing course.
- Nursing 333 meets STS requirements

RN/BS Curriculum Progression

Subject to Change

<u>Fall Entrance</u>			<u>Spring Entrance</u>		
Fall Semester	Nursing 307 <i>7 Weeks</i>	Family Nursing in the Community 4(3,2)	Spring Semester	Nursing 330	Research in Nursing 3(3,0)
	Nursing 415 <i>7 Weeks</i>	Community Health Nursing 4(3,2)		Nursing 406 <i>7 Weeks</i>	Issues in Professionalism 3(3,0)
	Nursing 313 <i>15 Weeks</i>	Health Assessment Through the Lifespan 4(3,2)		Nursing 304 <i>15 Weeks</i>	Pathophysiology for Health-Care Professionals 3(3,0)
Spring Semester	Nursing 330	Research in Nursing 3(3,0)	Summer Session	Nursing 405 <i>7 Weeks</i>	Leadership and Management in Nursing 3(2,2)
	Nursing 406 <i>7 Weeks</i>	Issues in Professionalism 3(3,0)		Nursing 333	Healthcare Genetics 3(3,0)
	Nursing 304 <i>15 Weeks</i>	Pathophysiology for Health-Care Professionals 3(3,0)		Elective* options	*Nursing Electives
Summer Session	Nursing 405 <i>7 Weeks</i>	Leadership and Management in Nursing 3(2,2)	Fall Semester	Nursing 307 <i>7 Weeks</i>	Family Nursing in the Community 4(3,2)
	Nursing 333	Healthcare Genetics 3(3,0)		Nursing 415 <i>7 Weeks</i>	Community Health Nursing 4(3,2)
	Elective* options	*Nursing Electives		Nursing 313 <i>15 Weeks</i>	Health Assessment Through the Lifespan 4(3,2)
Fall Semester	English 314	Business Writing for Healthcare Professionals 3(3,0)	Spring Semester	English 314	Business Writing for Healthcare Professionals 3(3,0)
	Elective* options	*Nursing Electives		Elective* options	*Nursing Electives

Electives will be offered on a rotating basis throughout the academic year.

Transfer Credit Evaluation

When the student is accepted into the RN-BS Program he/she is responsible to see that all courses are officially evaluated for transfer. The student will receive a Transfer Credit Evaluation form from University Admissions when they are officially accepted. A designated faculty member or department chair in the department must evaluate any course that does not automatically transfer where the course is taught.

In this case, the student will be required to provide a course description from the sending institution. The most efficient way to get courses evaluated is by attending a Transfer Orientation Session where all Department Heads are present.

When all courses are approved for transfer, the transfer evaluation will be completed by the RN-BS Student Program Coordinator. In the case where a course does not transfer, the student will be required to take the course to meet degree requirements.

A student who transfers upper division nursing courses from another institution must still complete the last 34 credits at Clemson University.

The student is responsible for making certain that all course work in their curriculum plan is completed for graduation.

Course Exemptions

Upper division nursing courses in the Residency Requirement must be taken for credit. These courses cannot be challenged on the basis of examination or work experience (Approved by School of Nursing Faculty April 26, 1996).

Although many RN's have years of experience that will support their knowledge base, it is believed that these courses are designed to provide a theoretical framework for professional practice and will serve as a foundation for courses in the graduate program.

Clinical Course Requirement

Only Registered nurses may enroll in clinical courses offered at the University Center of Greenville.

Recommended Technology Capabilities

- Windows operating system
- Internet access
- Highly recommended to have DSL
- Internet Explorer 5.5 or Netscape 6.2
- Microsoft Office
- Macromedia Flash Player
- Web camera (optional, except essential if distant)
- Microphone, headphone
- Can download Breeze software for PowerPoint presentations with voice.
- Computers are available in the University Center library if needed

Educational Recommendations from faculty

RN-BS students are busy professional people who are juggling many things in their lives. However, to have a successful educational experience it is recommended that students plan to spend 2-3 hours of time outside of class for each ONE hour of course credit. For example, if a student is taking 9 hours of courses – It is expected that the student will spend 18-27 hours per week studying, reading, participating in discussion boards, taking online quizzes, working on papers and projects.

Distance Education Guidelines

The School of Nursing uses the Blackboard format to facilitate online education. Students are expected to actively participate in online discussion between classroom meeting times. Blackboard can be opened by

1. Opening the internet browser to Clemson at www.clemson.edu
2. Select MyCLE menu option
3. Login with the Clemson University name and password
4. Click on the course at the welcome page
5. Enter the Blackboard classroom

Instructors may require synchronized or asynchronous participation. Synchronous participation requires that students participate with each other and/or the instructor at the SAME TIME. Asynchronous participation requires that students participate at different times but read and assimilate information from one another's postings.

Instructors may require various levels of distance participation. For example, one instructor may require students logging into Blackboard 3 times per week while another instructor requires 4 times per week.

Students may enter the Breeze meeting component of the classroom by

1. Open the internet browser
2. Enter <http://breeze.clemson.edu/xxxxxxx> (you will be sent an invitation)
3. Select option to LOGIN AS A GUEST
4. Enter your name and enter the classroom.

Netiquette

Remember when communicating electronically that the person at the other end cannot see your facial expression, not are there other indicators of intonation. Therefore, things can be taken out of context and the reader of the communication may misconstrue what the writer intended. A message may be seen as angry or judgmental when it was not intended to be that way. Please be mindful of all your communication using email and Blackboard.

Using all capital letters may be interpreted as shouting. Use humor and sarcasm carefully; use emoticons as needed. Keep critiques constructive. Do not be antagonistic. Do not plagiarize. Be professional at all times.

Blackboard course setup

Instructors will use Blackboard as they deem appropriate for each course. Each instructor will review the setup of his/her course and requirements for discussion boards, participation, deadlines for participation, etc. Please refer to each syllabus for guidelines.

Communication with instructors

Please remember that instructors teach multiple courses in multiple programs and in multiple locations. Electronic communications should be answered within 48 hours excluding weekends and holidays. Make sure to include a subject in the subject line.

Phone calls to instructors should be made after other attempts to communicate with faculty or for emergencies. Adhere to hours provided in each course syllabus. Phone calls should be returned within 48 hours excluding weekends and holidays also.

Helpful websites

Clemson <http://www.clemson.edu>

Help with technology http://dcit.clemson.edu/departments/help_desk or 864-626-3594

Library services <http://www.lib.clemson.edu>

Library distance education services <http://www.lib.clemson.edu/distance/index/htm>

Registrar's office <http://www.registrar.clemson.edu>

Financial aid <http://virtual.clemson.edu/groups/finaid>

EPORTFOLIO

Beginning the fall semester of 2006, all students following the 2006-2007 (and subsequent) curriculum will be required to create and maintain an electronic record of their academic accomplishments in the areas of General Education. Students will collect their best work and include self-reflection and assessment. This collection may be a part of a larger personal and professional electronic portfolio -- an ePortfolio.

What is an ePortfolio?

Electronic portfolio elements can include:

- (1) supporting files of various formats (text, pictures, video, etc.)
- (2) evaluations, reflections, and recommendations
- (3) evidence of General Education competencies
- (4) writing samples (which might include several drafts to show development and improvement)
- (5) projects prepared for class or extracurricular activities
- (6) evidence of creativity and performance
- (7) evidence of extracurricular activities, including examples of leadership

Where do I go for assistance?

Download *Three Easy Steps* to build your ePortfolio Instructions PDF document

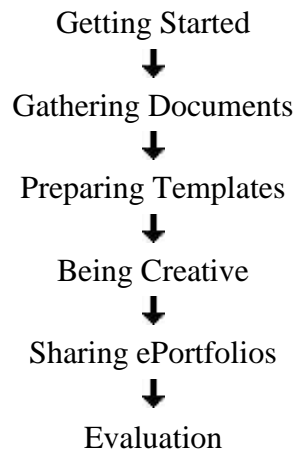
Clemson University ePortfolios (PowerPoint Presentation)

For one on one Support visit the ePortfolio Support Center Located in the 1941 Studio, First Floor, Daniel Hall M-F Noon - 5pm or the Cooper Library T-Th evening 5-8 pm

Visit the ePortfolio Support Center for online support or you may email Dr. Gail Ring, Director of the ePortfolio Program with your questions.

ePortfolio Process

Each of the following links takes you to more information on "how to" develop your ePortfolio. By clicking the links for each competency on the right, you can see examples of ePortfolio contributions for each competency. Additional training information is also available. Other resources include the Writing Center (305 Daniel), and the MATRF lab (\$40/semester fee) in Daniel 409.



Gathering Documents

Each semester, as you complete your assignments, save them in the appropriate folder in the Blackboard Content Collection for the term and class. If you recognize that an assignment may show evidence of a General Education competency, add that assignment document to an ePortfolio. You will then be tagging the assignment with the competency that the assignment meets. You will also want to write a short reflection to accompany this assignment to capture your academic ideas at the time of its creation. At various times during the semester, you will want to copy your files to a CD-ROM or other storage device as a back-up. You can also download and save your Blackboard ePortfolios to a CD-ROM to share with others like potential employers. You may wish to share access to your ePortfolios with your academic advisor.

Online tutorials are available to assist you with Blackboard and other applications.

Creativity

You may wonder how you can have more creative control over your ePortfolios, or if you can add links to creative work you have completed. Although the Blackboard ePortfolio tool displays similarly for each user, you can show creative efforts by embedding in your ePortfolios html elements that you have developed. Furthermore, you can link to other Web URL's you have created that may show your web development and design skills. In addition, it is essential that you reflect on your ePortfolio elements to demonstrate your understanding and academic growth. Reflective writings could be included as links to short documents, but you are free to include reflection in your ePortfolio in any manner you choose. It is recommended that your reflection contain a direct link to the ePortfolio element that you have reflected upon the material.

Tagging Competencies

You will need to carefully document and tag each entry in your ePortfolio as to which competency the entry satisfies.

Sharing the ePortfolio

If you need to have your ePortfolio reviewed by others (your major advisor, for example) you can select to share the ePortfolio with individual CU community members (faculty, staff and students). Also, you can choose to share your ePortfolios with external users including family or prospective employers. Be careful to eliminate sensitive personal information before you share an ePortfolio.

General Education Competencies

On the next page is a grid of the general education competencies that should be met in the RN-BS program at Clemson University. The grid gives you assignments that will be completed throughout the various courses in the program which demonstrate the competency. You can insert a reflection of how the competency is met and the assignment in your eportfolio.

<u>Competency</u>	<u>RN-BS course</u>	<u>Recommended assignments to show competency</u>
<i>Written and Oral Communication:</i> Demonstrate effective communication skills appropriate for topic, audience and occasion	ENG 314	papers
<i>Written and Oral Communication:</i> Write coherent, well-supported, and carefully edited essays and reports suitable for a range of different audiences and purposes	ENG 314	papers
<i>Written and Oral Communication:</i> Employ the full range of the writing process from rough draft to edited product	ENG 314	papers
<i>Written and Oral Communication:</i> Incorporate both print and electronic resources into speeches, presentations and written documents	ENG 314	papers
<i>Reasoning, Critical Thinking, and Problem Solving:</i> Differentiate deductive and inductive reasoning processes.	NUR 330 Nursing Research	Research review paper(s)
<i>Reasoning, Critical Thinking, and Problem Solving:</i> Acquire and analyze information to determine its quality and utility.	NUR 330 Nursing Research	Research review paper(s)
<i>Reasoning, Critical Thinking, and Problem Solving:</i> Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.	NUR 330 Nursing Research	Research review paper(s) Discussion Board or Assignment in class
<i>Mathematical, Scientific, and Technological Literacy:</i> Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically, and applying mathematical or statistical methods using multiple representations.	NUR 333 Genetics	Assignment related to % of population influenced by genetic factors
<i>Mathematical, Scientific, and Technological Literacy</i> Develop an understanding of the principles and theories of a natural science and its applications.	NUR 333 Genetics	Case studies
<i>Mathematical, Scientific, and Technological Literacy</i> Explain and apply the methods of a natural science in laboratory or experimental setting.	NUR 333 Genetics	Case studies
<i>Mathematical, Scientific, and Technological Literacy</i> Apply information technologies to intellectual and professional development.	NUR 333 Genetics	Discussion board OR case studies
<i>Mathematical, Scientific, and Technological Literacy</i> Understand the role of science and technology in society.	NUR 333 Genetics OR NUR 425	Discussion board OR case studies OR Poster
<i>Social and Cross-Cultural Awareness:</i> Develop an understanding of social science methodologies.	NUR 307	Cultural and family assessments
<i>Social and Cross-Cultural Awareness:</i> Explore the causes and consequences of human actions.	NUR 307	Cultural and family assessments
<i>Social and Cross-Cultural Awareness:</i> Develop an understanding of world cultures in historical and contemporary perspectives.	NUR307	Cultural and family assessments

<p><i>Ethical Judgment:</i> Demonstrate knowledge of what ethics is and is not, its relations to academic integrity and its importance in the field of study.</p>	<p>NUR 406 Issues in Professionalism</p>	<p>Professional Nursing Issue Paper</p>
<p><i>Ethical Judgment</i> Demonstrate understanding of common ethical issues, and construct a personal framework in which ethical decisions can be made in a systematic, reflective and responsible way.</p>	<p>NUR 406 Issues in Professionalism</p>	<p>Professional Nursing Issue Paper</p>

School of Nursing Course Descriptions

NURS 304 Pathophysiology for Health Care Professionals 3(3,0) Focuses on disease mechanisms and recognition of the manifestations of these mechanisms in body systems. Discussion also includes pharmacologic and mechanical interventions commonly associated with specific disease processes and application to patient-care situations. Preq: BIOSC 223.

NURS 307 Family Nursing in the Community 4(3,2) Bridge course for registered nurse students which focuses on nursing care of families across the lifespan in the context of the community. Major emphasis is on practice activities to assist individuals in achieving or maintaining wellness in the family, home, and community environments. Preq: Admission to RN-BS program.

NURS 313 Health Assessment Through the Lifespan 4(3,2) Expands on RNs' knowledge of health assessment. Focuses on physical and psychosocial assessment for the well client throughout the lifespan. Interviewing techniques are included. Preq: Admission to RN/BS program.

NURS 317 Development of the Nursing Profession 3(3,0) Explores the evolution of nursing as a profession, the social and technological factors and challenges, struggles, and accomplishments of past nursing leaders. Includes strategies for effecting change based on experiences of the past.

NURS 318 Multidisciplinary Approach to End-of-Life Care 3(3,0) Integrates principles of care to increase comfort at the end of life, presented within a framework which encompasses the physical, psychosocial, and spiritual dimensions of an individual. Coursework also includes ethical and legal issues related to advance directives, reimbursement, and regulatory topics. Preq: PSYCH 201, SOC 201, or consent of instructor.

NURS 330, H330 Research in Nursing 3(3,0) Introduction to conceptual frameworks, models, and theories related to nursing. Analysis of reported research in nursing and related disciplines. Ethical, moral, and legal issues are discussed in relation to nursing research. Preq: NURS 310, 312, 320 or admission to RN/BS program.

NURS 333 Health Care Genetics 3(3,0) Focuses on the new genetics and the implications for health care professionals. Discussion includes applications of the evolving genetics technology and services to changing life stages. Issues of ethics relevant to various genetic disorders is also addressed. Preq: BIOSC 223

NURS 405 Leadership and Management in Nursing 3(2,2) Focuses on the role of the professional nurse in managing nursing care. Theories and research related to leadership, power, management, organizations, regulation, and ethics are discussed. Directed laboratory experiences are provided. Preq: NURS 401, 411, 412, or admission to RN/BS program.

NURS 406 Issues in Professionalism 3(3,0) Analysis of the development of professional nursing. Consideration of educational issues, legal and economic issues, health policy, leadership, cultural variations, and the influence of values in ethical decisions and nursing practice. Preq: Admission to RN/BS program.

NURS 425 Community Nursing 4(3,2) Consideration of health promotion activities for groups within the community with emphasis on community assessment, screening, and health teaching/counseling. Practice activities are related to health promotion in population groups and nursing care of homebound clients. Laboratory settings include homes, schools, industries, public health department, and other community agencies. Preq: Admission to RN-BS program.

NOTE: The ratio of clock to credit hours is two to one (2:1) in the undergraduate program and three to one (3:1) in the graduate program.

Not all courses are offered each academic year.

RN-BS STUDENT PROGRESS RECORD

NAME _____ CUID# _____

CURRICULUM COURSES	DATE COURSE COMPLETED
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NURS 313 Health Assessment 4(3,2)

NURS 304 Pathophysiology 3(3,0)

NURS 307 Family Nursing in Community 4(3,2)

NURS 330 Research in Nursing 3(3,0)

NURS 406 Issues in Professionalism 3(3,0)

NURS 425 Community Health Nursing 4(3,2)

NURS 405 Leadership/Mgmt 3(2,2)

NURS 333 Healthcare Genetics 3(3,0)

ENG 314 Business Writing for Healthcare Professionals 3(3,0)

NURS 3** Undergraduate hours (1 - 6 credits.)

and/or

NURS 8** Graduate Hours (2 - 6 credits)

(Requires 3.0 GPA and approval of Graduate School)

Potential Graduate Courses for RN students:

NURS 801 Advanced Family Nursing (3 credit hours - Fall only course)

NURS 804 Knowledge Dev. In Nursing (2 credit hours – Fall only course)

NURS 808 Nursing Research Analysis (2 credit hours – Spring only course)

NURS 809 Pathophysiology (3 credit hours – Fall and Summer course)

NURS 827 Foundations of Nursing Education (3 credit hours – Spring only course)

NURS 848 Health Care Policy & Economics (3 credit hours – Spring only course)

NURS 850 Nursing Informatics (3 credit hours – Spring only course)

SECTION III: ADVISING, REGISTRATION, & POLICIES AND PROCEDURES INFORMATION

Advising and Registration

The student will be advised each semester by the Student Program Coordinator of the RN-BS Program or his/her designee. Courses specifically designed for the RN student will be offered at the University Center in Greenville based on the proposed program. Approval to add or drop a course must be obtained from your advisor.

Progression Requirements

The following progression requirements apply to all undergraduate students in the School of Nursing:

- A minimum grade of “C” is required for all nursing courses. Students may repeat a nursing course one time only.
- A minimum grade point ratio of 2.5 is required for registration in each clinical nursing course.

Grading Policies for Undergraduate Nursing Courses

The following policies have been implemented by the School of Nursing Faculty:

1. Grade Scale:
 - A = 90-100
 - B = 80-89
 - C = 75-79
 - D = 70-74
 - F = Below 70
2. Nursing course grades are determined by the numerical score earned in the classroom and a Pass/Fail in the clinical laboratory. In order to pass the course, a student must earn a minimum of 75 in the class and a Pass (P) in the clinical laboratory.
3. Regular and punctual attendance at all clinical labs are required. Unexcused absences from clinical labs may result in failure. Student must notify the instructor prior to missing clinical labs.
4. All final examinations in clinical nursing courses are cumulative and worth 30% of the course grade. Percentage of grade for final exams for Nursing courses that do not have a clinical component are at the discretion of the faculty member responsible for the course.

Approved by the School of Nursing Faculty /Sp 2000/

Registration

Registration occurs in November for the upcoming spring and summer terms and in April for the fall term. In order to register, students use the following resource:

- Use Tiger Web/SIS (which is accessed through the CU Web page at www.clemson.edu)

When using Tiger Web/SIS to register for courses, you will need your user ID and password to access the system.

Registration procedures and payment deadlines will be listed in the academic calendar. Please go to the Office of the Registrar's website at www.registrar.clemson.edu for specific information that will help you during the registration process. Click on "General Information" for access to (among other things) the:

- Academic Calendar
- Academic Fee Schedule
- Registrar's Office Contact Information
- Student Handbook
- Undergraduate Catalog

Payment of Fees

Students must pay fees in advance of the start of each semester, commit to financial aid, or meet the financial aid application deadline, to prevent schedule cancellation. In general, fees must be satisfied before classes begin.

Please see <http://www.clemson.edu/receivables/studentaccts.htm> to access the payment deadline dates for each semester.

If you are going to mail your fees to Clemson, you can mail it them to the following address:

Business Affairs
G-08 Sikes Hall
Box 345307
Clemson, SC 29634-5307

Payments may also be made by credit card on Tiger Web. A non-refundable convenience fee is charged for tuition and fee payment by credit card.

Student Grade Reports

Clemson University discontinued the mass mailing of semester grade reports to students fall semester 2001. However, the University will continue to mail semester grade reports to:

1. Students who are on probation, i.e., students who have less than a 2.0 GPA.
2. Independent scholarship donors (such as local civic clubs) when requested by the student recipients to do so.
3. Other students who make a request that a paper copy be mailed to their home address. Request forms are available in Student Records (104 Sikes Hall) and Registration Services. The request for is also available on the web; to request a copy of your grade report this way, go to www.registrar.clemson.edu and click on student records.

Students must submit a request form each term for which a paper copy is needed, and the request must be received no later than 30 days after the beginning of the next academic term.

Finally, the requested grade report is always mailed to the student's home address as recorded in the University's student database. Student can check or correct their home address in the student database by accessing Tiger Web/SIS.

Access to Grades at the end of the Semester
<http://sisweb.clemson.edu/> (under "student information")

Forwarding Email

Students receive a clemson.edu email as part of initial enrollment. This email is used to send out important information about coursework, etc. It is the student's responsibility to regularly check this email and/or forward this email to a preferred home and/or work address. Directions for forwarding emails appear on the Clemson homepage at www.clemson.edu (under Computing).

Student Records and Confidentiality

Academic records for purposes of advising are maintained in the Office of Student Services. The School of Nursing will not release information to a third party without the written consent of the student.

Summer School

Courses are offered both fall and spring semesters to facilitate progression of students in their programs of study. Selected nursing courses may be offered in summer school contingent upon student enrollment and faculty availability. The School of Nursing cannot guarantee that any nursing course will be offered during summer session.

To facilitate the completion of 6 hrs of required nursing electives, elective courses are offered during the summer sessions. Students not interested in taking Graduate School classes are encouraged to enroll in these summer course to complete their 6 hrs of electives.

Guidelines for Independent Study (N499)

1. Prior to registration for NURS 499 the student must seek approval from a faculty member who agrees to guide the experience.
2. The student will formulate objectives, a plan of study, and evaluation methods in consultation with the faculty member.
3. A copy of the above will be submitted to the Director of the School of Nursing within three weeks after the start of the semester.
4. NURS 499 is limited to a maximum of six credit hours.

Academic Integrity Policy

“As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a 'high seminary of learning.' Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. “

Guidelines for Expressing Student Concerns

Student concerns or complaints about the RN-BS Program should be handled in a professional manner. An attempt should be made to resolve the issue in a manner which is satisfactory, yet maintains the integrity of the Nursing program. If the issue(s) cannot be resolved through the procedures below, a formal grievance may be filed. (Please see Undergraduate Announcements).

Issues involving a course, such as quality of instruction and fairness and equity in awarding grades should use the following procedures:

1. If the issue(s) concerns a single course, the student should make an appointment with the course instructor and attempt to come to an amicable resolution.
2. If the issue cannot be settled at the course level, an appointment should be made to discuss the issue with

the RN-BS Coordinator, Roxanne Amerson.

3. If the issue cannot be settled with the RN-BS Coordinator, an appointment should be made to discuss the issue with the Director of the School of Nursing, Dr. Rosanne Pruitt.
4. If previous discussions do not resolve the issue, an appointment should be made with the Dean of Health Education and Human Development, Dr. Lawrence R. Allen.

Issues involving the Undergraduate Program such as curriculum, sequencing and scheduling of courses should begin with step 2 above.

Code of Conduct

Students of Clemson University School of Nursing are expected to demonstrate professional conduct in both the clinical and classroom settings. Students will demonstrate professional conduct by:

- Attending all class and clinical sessions. Orientation is considered clinical.
- Being prepared for and attentive during class and clinical.
- Arriving and leaving on time for class and clinical.
- Refraining from holding private conversations during class.
- Maintaining respectful, constructive verbal and non-verbal interactions with faculty, peers, and clinical agency personnel.
- Turning off cell phones and other electronic devices during class and clinical.
- Except for use in class-related activities, laptops and other electronic devices will be turned off.

Students who fail to meet the above expectations will receive a written reprimand specifying the problem behavior and expected behavior change. The faculty member will meet with the student to clarify expectations and obtain the student's signature acknowledging the reprimand and expectations. A copy of the reprimand will be maintained in the student's file. A second written reprimand regarding any of the above behaviors will result in the student's final grade being dropped by one letter grade. A third breach of the above code of conduct will result in the students being dropped from the course. If the student has inadequate withdrawal hours or if the date is past the drop date, the student will be awarded a D in the course.

Breach of the following expectations **on even one occasion** may result in failure of the course. Students are always expected to:

- Notify the clinical instructor and clinical agency **prior** to any clinical absence.
 - Sending word by a classmate, emailing, and/or leaving a message is not adequate. The student must speak to the instructor **and the clinical unit** and is responsible for having those phone numbers available when needed.
- Be truthful and honest. Cheating and/or providing false information to faculty members or clinical personnel will not be tolerated and can result in dismissal from the Nursing Program.

Clinical Laboratory Requirements

All nursing students are required by the School of Nursing and the hospitals and agencies to meet specific requirements in order to enroll in nursing courses with a clinical lab. To comply with clinical agency contract requirements and to meet state of South Carolina law, students enrolled in nursing courses with a clinical laboratory are required to comply with the guidelines as outlined. The RN-BS Student Program Coordinator's office, Room 100 of the School of Nursing Suite at the University Center of Greenville, serves as the location where requirements are maintained.

Non compliance with clinical requirement deadlines will result in a student being dropped from all nursing courses having a clinical component. Students admitted to the RN-BS Program must submit documentation of clinical laboratory requirements no later than the second week of class each semester.

A student information form is provided for submission of documentation requirements. The form, along with copies of all required documentation, must be received in the office of the RN-BS Student Program Coordinator, Room 100, at the University Center prior to the first day of a clinical visit.

If all documentation is not received by the deadline date, the School of Nursing will drop those students from all nursing courses. Students who are dropped would submit all documentation before being added back to the courses during late registration. Students who do not comply with the stated requirements will not be allowed to enroll in or attend any clinical nursing labs.

The following is a list of clinical laboratory requirements:

STUDENT NURSES' PROFESSIONAL LIABILITY INSURANCE:

A copy of a current policy must be included when you turn in your paperwork. Limits of liability of \$1,000,000 per occurrence and \$3,000,000 aggregate are required. This insurance policy must be renewed every year until graduation. You may contact your current insurance company or use those listed here:

Marsh Affinity Group Services: 1-800-621-3008 (ANA group rate available)
Nurses Service Organization: 1-800-982-9491

ACCIDENT & HEALTH INSURANCE: Documentation of current Accident and Health insurance and expiration date must be submitted.

TB TEST: A current TB test is required and may be obtained from the Sullivan Nursing and Wellness Center, the Health Department, or from your family physician. If you desire to use the Sullivan Center at the School of Nursing, please call 656-3076 to make an appointment. Please remember--tuberculosis screening is required annually. Reports expire after one calendar year.

RN LICENSE: All students are required to maintain a current active license to practice in SC.

RUBELLA IMMUNITY: Proof of rubella inoculation via immunization records, statement from your physician or Redfern Health Center, or results of a rubella titer are required to be on record in the School of Nursing to document immunity.

HIV AND HEPATITIS B INFORMATION SHEET: Each student is given information on Hepatitis B and Human Immunodeficiency Virus (HIV). Student must document receiving a copy of HIV and Hepatitis Information Sheet.

HEPATITIS B VACCINE: A Hepatitis B vaccine is required. It may be obtained in the Sullivan Center or through a private provider. The student is expected to pay for this vaccine.

CPR CERTIFICATION: You are required to have current CPR certification (BLS). A copy of your card to document current certification must be provided before entering clinical labs.

ALCOHOL/SUBSTANCE ABUSE/USE POLICY: A copy of the alcohol/substance abuse/use policy for students in the School of Nursing is included in this handbook. You will be required to document knowledge and agreement of compliancy to this policy by signing it upon arrival at the University.

SLED BACKGROUND CHECK: You are required to have had a SLED background check. Most health care employers require these upon hiring. Proof that one has been performed on you is required.

HIPPA COMPLIANCE TRAINING: You are required to have had HIPPA Compliance Training. Your signature stating compliance with this requirement is mandatory.

BLOOD BORN PATHOGEN TRAINING: You are required to have Blood Born Pathogen training. Your signature stating compliance with this requirement is mandatory.

Note: Please use the following pull out sheet as your check off list for clinical requirements. Please fill it out completely and return it, along with documentation of the items listed above, to the School of Nursing office at the UCG.

GENERAL INFORMATION:

Name: _____ Date of Birth: _____

Address: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Next of Kin: _____ Relationship: _____ Telephone: _____

HEALTH INFORMATION:

Describe briefly your present state of health: _____

Indicate any health problems/physical limitations: _____

<p>Rubella: Date of Vaccine: _____ Date & Result of Titer: _____</p>
<p>Mumps: Date of Vaccine: _____ Date & Result of Titer: _____</p>
<p>Measles (Rubeola): Date of Vaccine #1: _____ #2: _____ Date & Result of Titer: _____</p>

OR

<p>MMR (measles, mumps, rubella): Date of Vaccine #1: _____ Date of Vaccine #2: _____ (Two injections required)</p>

<p>Hep. B Vaccine: Date #1: _____ #2: _____ #3: _____ or Date of Declination: _____</p>
<p>History of Chicken Pox: Yes ___ No ___ Date of Vacc.: _____ Date of Titer: _____ (Note: If "No" then positive titer or documentation of two doses of vaccine is required.)</p>
<p>TB Screening: Screening One Date: _____ Date Read: _____ Results: _____ Screening Two Date: _____ Date Read: _____ Results: _____ Chest X-ray Date: _____</p>

Name of Health Insurance Company: _____

Policy Holder: _____ Policy Number: _____

Professional Liability Insurance Company: _____

Policy Number: _____ Exp. Date: _____

Coverage: \$ _____ per occurrence; \$ _____ in aggregate

STUDENT INFORMATION FORM For Compliance with Clinical Requirements

Name _____ CUID# _____
Address: _____
Home Phone: _____ E-Mail Address: _____
Work Phone: _____ Emergency Contact: _____
Relationship: _____ Telephone of Emergency Contact: _____
Address of Emergency Contact: _____

Please check the items which have been completed and have copies attached to this form. (Your requirements are not considered valid unless a copy of each item is attached.)

<input type="checkbox"/> Accident and Health Insurance & copy of renewal as needed.	<input type="checkbox"/> HIV/Hepatitis B Form (one time only).
<input type="checkbox"/> Current CPR (renewal as needed).	<input type="checkbox"/> Drug/Alcohol Abuse Form (one time only).
<input type="checkbox"/> Hepatitis B Injections (series of 3 shots).	<input type="checkbox"/> South Carolina RN License (current)
<input type="checkbox"/> Liability Insurance (copy of renewal as needed).	<input type="checkbox"/> HIPPA Compliance Training (proof needed)
<input type="checkbox"/> Rubella Immunity (proof needed one time only).	<input type="checkbox"/> Blood Born Pathogen Training (proof needed)
<input type="checkbox"/> TB Screening (current 1 year, then need copy of renewal).	<input type="checkbox"/> SLED Background Check (proof needed)

I have provided the above information to the best of my knowledge and belief. I have been advised and agree to hold in confidence all patient related information of which I become knowledgeable, either directly or indirectly as a result of my learning experience within the hospital or agency that I have been assigned.

Signature: _____ Date: _____

AIDS

Statement:

Due to the high-risk category of health care workers, you have been provided information by the School of Nursing with regard to AIDS in the Graduate Student Handbook. Your signature below indicates receipt of the information.

I, the undersigned, have received and read the CDC guidelines regarding AIDS precautions in the workplace entitled, APIC Statement on Aids Precautions in the Health Care Setting.

Signature: _____ Date: _____

HEPATITIS B

I, the undersigned, have also received and read the information regarding Hepatitis B risk and vaccine recommendations entitled, Hepatitis B Information Sheet in the Graduate Student Handbook and have had an opportunity to ask questions. I understand that I am required to obtain the vaccine. Reasons for vaccine contraindication are to be evaluated by the provider.

Signature: _____ Date: _____

Witness: _____ Date: _____

ABUSE OF DRUGS AND/OR ALCOHOL POLICY

I have read and understand the School of Nursing policy and procedures governing use and/or abuse of drugs and/or alcohol in the Graduate Handbook and am aware of the penalties which may result from behavior described by this policy.

Signature: _____ Date: _____

SCHOOL OF NURSING HANDBOOK

I have read the student handbook and understand the School of Nursing policies.

Signature: _____ Date: _____

Hepatitis B Information Sheet

Hepatitis B virus (HBV) is one of at least three hepatitis viruses that cause a systemic infection, with a major pathology in the liver. Viral infection by HBV causes death in 1-2% of patients; 5-10% become chronic carriers. HBV is an important cause of viral hepatitis. **THERE IS NO SPECIFIC TREATMENT FOR THIS DISEASE.** The prognosis following infection with HBV is variable and dependent on at least three factors: (1) Age--infants and younger children usually experience milder initial disease than older persons; (2) Dose of virus -- the higher the dose, the more likely acute icteric hepatitis B will result; and (3) Severity of associated underlying disease--underlying malignancy or pre-existing hepatic disease predisposes to increased mortality and morbidity.

Persistence of viral infection (the chronic HBV carrier state) occurs in 5-10% of person following acute hepatitis B. Carriers of HBV frequently give no history of having had recognized acute hepatitis. It has been estimated that more than 170 million people in the world today are persistently infected with HBV. The Centers for Disease Control (CDC) estimates that there are approximately 0.5 to 1.0 million chronic carriers of HBV in the USA and that this pool of carriers grows by 2-3% (8,000 to 16,000 individuals) annually. Chronic carriers represent the largest human reservoir of HBV. The serious complications and sequel of HBV infection include massive hepatic necrosis, cirrhosis of the liver, chronic active hepatitis, and hepatocellular carcinoma. Chronic carriers of HBV appear to be at increased risk of developing hepatocellular carcinoma. Although a number of etiologic factors are associated with development of hepatocellular carcinoma, the single most important etiologic factor appears to be active infection with HBV.

There is also evidence that several diseases other than hepatitis have been associated with HBV infection through an immunologic mechanism involving antigen-antibody complexes. Such diseases include a syndrome with rash, urticaria and arthralgia resembling serum sickness; periarteritis nodosa; membranous glomerulonephritis; and infantile papular acrodermatitis.

Although the vehicles for transmission of the virus are often blood and blood products, viral antigen has also been found in tears, saliva, breast milk, urine, semen and vaginal secretions. **HBV IS CAPABLE OF SURVIVING FOR DAYS ON ENVIRONMENTAL SURFACES.** Infection may occur when HBV, transmitted by infected body fluids, is implanted via mucous surfaces or percutaneously introduced through accidental or deliberate breaks in the skin.

Transmission of HBV infection is often associated with close interpersonal contact with an infected individual and with crowded living conditions. In such circumstances, transmission by inoculation via routes other than overt percutaneous ones may be quite common. Prenatal transmission of hepatitis B infection from infected mother to child, at or shortly after birth, can occur if the mother is a hepatitis B surface antigen (HBsAg) carrier or if the mother has an acute hepatitis B infection in the third trimester. Infection in infancy by HBV usually leads to the chronic carrier state.

Hepatitis B Indications

Immunization is indicated against infection caused by all known subtypes of HBV. Vaccination is recommended in persons of all ages who are or will be at increased risk of infection with HBV. Vaccination should be targeted to prevent transmission. Vaccination is recommended for those who are in groups identified as being at increased risk of infection. **HEALTH CARE PERSONNEL ARE IDENTIFIED AS A HIGH RISK GROUP.** Dentists and oral surgeons. Physicians and surgeons. Nurses. Paramedical personnel and custodial staff who may be exposed to the virus via blood or other patient specimens. Dental hygienists and dental nurses. Laboratory personnel handling blood, blood products, and other patient specimens. Dental, medical and nursing students.

Hepatitis B Vaccine is required for all nurses, nursing faculty, and nursing students for whom it is not contraindicated.

The vaccine can be ordered through your private physician or the Nursing and Wellness Center in the College of Health, Education, and Human Development. Cost in the Nursing and Wellness Center is to cover vaccine only with no administration fee. To make an appointment or for more information on the cost of the vaccine series, call the Nursing and Wellness Center at (864) 656-3076.

APIC Statement on AIDS Precautions In the Health Care Setting

The Association for Practitioners in Infection Control endorses the application of blood and body fluid precautions to all patients, thus the use of universal precautions. The use of universal precautions does not negate the need for other isolation precautions as identified in the Centers for Disease Control (CDC) Guidelines for Isolation Precautions in Hospitals (1983).

Advantages in applying universal precautions include:

1. Minimize contact with blood and body fluids by health care workers (HCW's);
2. Minimize likelihood of transmission of specific organisms, such as,
3. Hepatitis B, Human Immunodeficiency Virus (HIV);
4. Consistent needle and sharp disposal practices;
5. Increased confidentiality for patients, i.e.. These same precautions for all patients;
6. Consistent application of infection control principles.

The CDC have reported the routes identified for transmission of HIV. Transmission occurs via four modes:

1. Sexual contact involving the exchange of body fluids (blood, semen, or vaginal secretions);
2. As a result of sharing of contaminated needles and syringes;
3. Transfusion of blood or blood products contaminated by HIV or contact with HIV contaminated blood to mucous membranes or non-intact skin;
4. Transmission from infected mothers to their infants.

HIV infection is not easily transmitted. There is no evidence that HIV is spread by casual contact. Although nosocomial transmission is a rare event, emphasis is placed on the HCW's rigorous adherence to existing infection control recommendations for minimizing the risk of exposure to **BLOOD AND BODY FLUIDS OF ALL PATIENTS REGARDLESS OF THEIR ISOLATION PRECAUTION STATUS OR DIAGNOSIS.**

Basic aseptic techniques practiced by HCW's in conjunction with routine practices to limit blood contact can prevent HIV transmission in the health care setting. In addition to APIC, other health care facilities/providers and some states are promoting the use of universal precautions. Universal precautions include, but are not

limited to the following procedures:

1. HANDS should always be washed before and after contact with patients. Hands should be washed even when gloves have been used. If hands come in contact with blood, body fluids or human tissue they should be immediately washed with soap and water.
2. GLOVES should be worn when contact with blood, body fluid, tissues or contaminated surfaces is anticipated.
3. GOWNS or plastic aprons are indicated if blood splattering is likely.
4. MASKS and PROTECTIVE GOGGLES should be worn if aerosolization or splattering is likely to occur such as in certain dental and surgical procedures, wound irrigation's, postmortem examination and bronchoscopy.
5. To minimize the need for emergency mouth-to-mouth resuscitation, mouth pieces, resuscitation bags or other ventilation devices should be strategically located and available for use in areas where the need for resuscitation is predictable.
6. Sharp objects should be handled in such a manner to prevent accidental cuts or punctures. Used needles should not be bent, broken, reinserted into their original sheath or unnecessarily handled. They should be discarded intact immediately after use into an impervious needle disposal box which should be readily accessible (placed in all clinical areas, including patient rooms). All needle stick accidents, mucosal splashes or contamination of open wounds with blood or body fluids should be reported immediately.
7. Blood spills should be cleaned up promptly with a disinfectant solution such as a 1:10 dilution of bleach.
8. All patients' blood specimens should be considered biohazardous.

The Association for Practitioners in Infection Control recommends, subject to local, state, and federal laws, that all health care providers adopt universal precautions in caring for their patients to minimize the risk of exposure to blood and body fluids and prevent transmission of HIV infection in the health care setting.

Board of Directors 1987

Association for Practitioners in Infection Control (APIC)

Student Policy Governing Use and/or Abuse of Drugs and/or Alcohol

Use of substances which interfere with the judgment and/or motor coordination of students of the School of Nursing poses unacceptable risk for patients, the University, the faculty and health care agencies. Therefore, use of alcohol, use of illegal drugs and/or the misuse of legal therapeutic drugs by nursing students while engaged in any portion of their educational experience is strictly prohibited. Furthermore, nursing students are strictly prohibited from being under the influence of alcohol or any drug while engaged in any portion of their formal educational experience.

Faculty who suspect a violation of this policy are required to take action. The actions to be taken are spelled out in the procedures which follow. Students are required to read and acknowledge by signature that they understand this policy. Parents or guardians of students will be informed of the policy.

As this policy refers to positive drug/alcohol screen procedures, the following definitions of positive will be used:

- Screen results indicating use of an illegal drug;
- Screen results indicating non-therapeutic drug level of prescribed or non prescribed drugs;
- Screen results indicating presence of alcohol in blood.

Any one or more of the following behaviors may constitute evidence that a student is under the influence of alcohol or drugs;

- Observable lack of motor coordination without reasonable explanation. Such behavior must be described objectively by the person making such observation;
- Incoherent speech without reasonable explanation;
- Inappropriate decision-making behavior without reasonable explanation. This behavior must be described objectively by persons making such observations and must clearly be inappropriate based upon reasonable expectations of students at the same academic level.
- Odor of alcohol detected from a maximum distance of the feet on breath of student.

Drug and/or Alcohol Abuse Policy Procedure

1. If reasonable suspicion exists that a School of Nursing student has violated any provision of this policy, the faculty member in charge will make arrangements to accompany the student from the area immediately.
 - a. In all cases, the student may not participate in any clinical laboratory experience until an appropriate plan of action has been identified.
 - b. If an incident occurs in the classroom, the student will be accompanied to the office of the Director of School of Nursing.
 - c. If incident occurs in clinical laboratory, the Director or designee will be notified by telephone.

2. Subsequent to an immediate preliminary investigation by the Director or designee, the incident will be reported to the Dean, College of Health, Education, and Human Development Studies. After review by the Dean, one of the following actions will be taken:
 - a. The student will be allowed to continue attendance at clinical laboratories without penalty, and no further investigation will take place.
 - b. A faculty/administrative committee will be appointed to investigate the incident, and the student will be asked to submit to an immediate drug/alcohol screen. (Blood to be drawn in the Nursing Center, and cost of screen to be paid by the School of Nursing.)

3. If the student is asked and agrees to submit to a drug/alcohol screen and the test results are negative; the student will be allowed to resume the clinical laboratory experience without penalty. The Dean will notify the faculty/administrative committee that the matter has been resolved, and no further action is required.
4. If the student is asked and refuses to submit to a drug/alcohol screen, or if the student submits to the screen and the results are positive (on a second retesting after an initial positive), this information will be given to the faculty/administrative committee conducting the investigation.
5. After its investigation, the faculty/administrative committee will consult with and make a recommendation for a plan of action to the Dean. The plan of action ultimately decided upon may include, but is not limited to, one or more of the following:
 - a. The student may be allowed to resume participation in clinical laboratory experiences.
 - b. The student may be required to enroll and successfully complete and approved in-patient and/or out-patient substance abuse program.
 - c. The student may be required to repeat any nursing course when a significant portion of the clinical laboratory experience has been missed.
 - d. The student may receive a failing grade in any nursing course in which a significant portion of the clinical laboratory experience has been missed.
 - e. The student may be barred from further participation in clinical laboratory experiences.

The ultimate decision on a plan of action to be followed will rest with the Dean. Students are reminded that participation in clinical laboratories is necessary to pass clinical nursing courses and that two successive failures of a nursing course will bar a student from repeating the course.

Graduate students in nursing will be expected to abide by the policy. Notification of failure to adhere to the policy will be made to the State Board of Nursing for the state in which the student is licensed to practice nursing, if appropriate. All information related to these procedures will be held in confidence and released only in those instances required by University, School of Nursing and/or appropriate State Board of Nursing policy.

Reviewed 5/21/01

See also University Student Handbook for University policy on drug use.

Clinical Laboratory Dress Code

The dress, personal appearance, and hygiene of our students create an impression, either favorable or otherwise, on patients and the community.

The policy specific to clinical laboratory dress code was developed for the purpose of easy identification of students in the clinical area. The following dress code applies in all clinical areas except psychiatry* (i.e., medical, surgical, obstetrics, pediatrics, community health).

Clinical Dress Code for RN Students:

Students should dress professionally and wear professional white lab coats with the Clemson student id pinned to their lapel.

Statement of Unsafe Clinical Practice

Practice may be considered unsafe when a student fails to use the nursing process effectively by engaging in one or more of the following activities:

1. Failure to recognize the need for assistance when unprepared for nursing action.
2. Failure to take nursing action when such action is essential to the health and safety of the client.
3. Attending clinical laboratory while under the influence of alcohol or drugs.
4. Failure to recognize the influence of own attitudes and behavior on care of clients.
5. Lying or deliberately giving inaccurate information regarding nursing care.
6. Performing nursing activities which are detrimental to the health and safety of the client.
7. Failure to assume responsibility for completing nursing actions.

Reviewed 5/21/01

Guidelines for Evaluation of Student Clinical Performance

1. Students should expect to be provided with criteria for evaluation for each assignment which is to be graded.
2. Students should expect that faculty will collect and retain such evidence of student performance as is necessary for fair and accurate formative and summative evaluation.
3. Students should expect that faculty members will return clinical written work in such time to insure their use in the evaluation process.
4. Students or faculty members may request validation from another faculty member of student performance when in doubt about whether the student is unsafe.

Clinical Laboratory Transportation

Clinical laboratories for nursing courses are held in a variety of locations including area hospitals, health departments, child care centers, rehabilitation centers, schools and industries, as well as other settings. Students are required to provide their own transportation to and from clinical sites. Lack of transportation is not considered an acceptable reason for not attending clinical experiences.

Cancellation of Classes and/or Clinical Labs Due to Hazardous Driving Conditions

Cancellation of classes due to hazardous weather is usually broadcast through the media. The University Administration attempts to alert students of any disruption of scheduled classes by 7:00am. Because the UCG is located in Greenville, please look for the separate listing for the University Center on any and all media broadcasts. The classes at the UCG are not necessarily on the same schedule as Clemson University itself – since we are not physically located in the same city.

Clinical laboratories will be canceled when one of the following conditions exist:

1. The school district announces a closing.
2. The school district in which clinical laboratories takes place announces a closing.

Clinicals will begin as scheduled if delays in openings are announced.

Students must always use their personal judgment when unforeseen weather conditions are encountered, and must keep safety first and foremost. Students should contact their faculty instructor when questions exist

regarding attendance in class and/or clinical due to inclement weather.

Students and faculty should listen to one of the following stations to obtain information on weather conditions and school closings:

TELEVISION

WYFF-TV	(Greenville, Channel 4)	www.thecarolinachannel.com
WSPA-TV	(Spartanburg, Channel 7)	www.newschannel7online.com
WLOS-TV	(Asheville, Channel 13)	www.wlos.com
WHNS-TV	(Asheville, Channel 21)	www.whns.com

RADIO

WCCP	(Clemson, 1560 AM – after 6:00am)
WESC	(Greenville, 660 AM and 92.5 FM)
WFBC	(Greenville, 1330 AM and 93.7 FM)
WSSL	(Greenville, 100.5 FM)
WROQ	(Greenville, 101.1FM)
WJMZ	(Greenville, 107.3 FM)
WMYI	(Greenville, 102.5 FM)

Information about closings can also be located at the CU web site: www.clemson.edu

Clinical Absences

Clinical absences are excused only in the case of personal illness documented by a health care provider or extreme extenuating circumstances. The student must notify the faculty member and the clinical agency **at least 30 minutes prior** to the expected starting time for the lab. Failure to do so may result in failure of the course. All clinical absences must be made up. Absence from $\geq 20\%$ of clinical hours in a course will result in the student being unable to receive credit for the course.

For a 15 week clinical course, absence for a 3rd clinical day would result in the student being unable to obtain credit for the course. For courses with clinical schedules of less than 15 weeks, a second absence would result in course failure.

Anticipated Absences

Students who must miss class or clinical due to official functions must contact all affected lead teachers and clinical faculty in writing with official notification from the sponsoring department, including anticipated dates of the absences, within 1 week of the beginning of the semester. For each anticipated absence, the student must make an appointment, at least 2 weeks before the absence, with all affected faculty members to determine how best to make up any missed content. Failure to do so will result in absences being unexcused.

Class Attendance Policy

- 1) Students are expected to be on time and ready to begin class at the designated class time. Ordinarily, there are no excused absences from either class or clinical laboratories. However, it is recognized that students must be absent from time to time. Professional persons demonstrate reliability and dependability in these matters by:
 - a) Informing appropriate persons when and why they are going to be absent.
 - b) Initiating arrangements for makeup work (if appropriate) with faculty.
- 2) Clinical faculty may require that missed clinical laboratories be made up regardless of the reason for absence. Rationale for this requirement is based on:
 - a) Student's academic standing in the course, i.e., need for makeup.
 - b) Availability of space for the student in another clinical section, i.e., at another time than his/her usual clinical laboratory.
 - c) Student must notify the instructor prior to clinical time in order to be allowed to make up the clinical. Failure to do so may result in an unsatisfactory grade.
- 3) Students should try to overcome minor indispositions that are not contagious and that do not result in decreased safety of the student's performance in the clinical setting. However, they should not attend class or clinical laboratories if they are ill. For example, students who have colds, flu, or other contagious illnesses are not expected to attend class or clinical laboratories. They are expected to notify the appropriate faculty in a timely manner.
- 4) Grave illness or death of close family members is a legitimate reason for absence. Attendance at weddings or other celebrations except in extraordinary circumstances are not.
- 5) Attendance at regularly scheduled University functions involving students' participation (e.g., out-of-town band concerts in which the student is a member) is an example of absence that must be negotiated between the student and the faculty member.
- 6) Attendance at State conventions or other professional meetings thereby necessitating absence from class may be approved based on students' grade point average and with approval by the instructors whose classes are missed prior to absence, and the Director of the School of Nursing.
- 7) See Course Syllabi for class attendance requirements for each course.

Section IV: School of Nursing Facilities, Resources and Student Organizations

Sullivan Center for Nursing and Wellness

The Sullivan Center for Nursing and Wellness is operated by the College of Health, Education, and Human Development. The Center provides unique opportunities for students to gain experience in providing health promotion, disease prevention and wellness services. Under the guidance of faculty, students plan and implement these services in a well-equipped, up-to-date health facility.

Clinical Learning and Resource Center Services Guide

http://www.hehd.clemson.edu/Nursing/CLRC/clrc_index.htm

Clemson University has developed a Clinical Learning and Research Center (CLRC) that is a complete renovation of the former nursing skills laboratory and media resource center, which has existed since the early 1970s and is housed on the second floor of Edwards Hall. The renovation began in Fall 2004. The CLRC opened in August 2005, the first day of classes for the Fall semester.

The Center is open Monday through Friday from at least 8:00am – 4:30pm, with longer hours on certain days. If you are traveling to campus, call in advance to the number below to check the specific hours of operation. Please note that hours vary during breaks and during the summer, so call the Clinical Learning and Resource Center for more information. Phone numbers are as follows:

Director	864.656.5477
Fax	864.656.5476

Services available at the LRC

Medical Equipment

There is an array of medical equipment available for checkout; loan periods vary. Equipment ranges from blood pressure cuffs, stethoscopes, thermometers, reflex hammers, penlights, to a variety of models for demonstration purposes.

Audiovisual Materials

Collection consists of approximately 3,000+ items. Includes video, audiocassettes, filmstrips, slides, transparencies and flip charts. Material must be used only in the Learning Resource Center or in Edwards Hall classrooms for presentation purposes.

Services available at the University Center

Computers

The University Center of Greenville Library houses an online library system as well a large computer lab available for students. The library is open each day of the week with a varied schedule. Please check library for times.

Connection To The Clemson University Libraries Catalog Through The Web

Using NETSCAPE or Microsoft Explorer, go to <http://www.sciway.net>

- ✓ Choose LIBRARIES
- ✓ Choose BY TYPE
- ✓ Choose FOUR-YEAR COLLEGE, UNIVERSITY LIBRARIES
- ✓ Choose CLEMSON UNIVERSITY
- ✓ Choose ONLINE CATALOG AUTOMATIC LOGIN
- ✓ Press WEB VERSION (ignore message about telnet)
- ✓ Wait several seconds and you are able to search the database by author, title or subject.

To get to Cooper Library Databases

Go to <http://www.lib.clemson.edu>
CU Library Reference Desk, 864.656.3024.

POLYCOM Facilities at UCG

The School of Nursing offers a Polycom system that allows students in Greenville to meet with individual faculty members, advisors and/or clinical problem/thesis committee members in Clemson without ever having to go to campus through our unique two-way Polycom system! Located in the School of Nursing's Conference room, this system can be reserved through the Student Services Program Coordinator by calling 864.250.6702.

Several locations are available on campus in Edwards Hall for faculty to reserve for this purpose as well. Students sit in the conference room and are able to hear and see the people they are meeting with on campus. This system has been available since 2004 and has proved to be a valuable and useful tool in facilitating communication between students and faculty members.

Sigma Theta Tau International, Gamma Mu Chapter

Sigma Theta Tau is the international honor society of nursing with chapters at schools and colleges of nursing throughout the United States and world. Gamma Mu Chapter was installed at Clemson University in the Spring of 1978. Its purposes are those of the international organization:

- to recognize superior achievements;
- to recognize the development of leadership qualities;
- to foster high professional standards;
- to encourage creative work;
- to strengthen commitment to the ideals and purposes of the profession.

Through the membership, Gamma Mu Chapter works to support the purposes of the society by engaging in activities which are of an educational or scientific nature and by cooperating with other chapters and the international council. At least two program meetings are held during the year, one of which consists of research presentations by nurses. Membership is an honor, designed to recognize and encourage superior scholarship and leadership. Selection is made from among students in baccalaureate or graduate programs in nursing and from among community nurse leaders with at least a bachelor's degree. Eligibility screening is carried out in January, and eligible candidates are notified directly by the Eligibility Committee. Upon acceptance and payment of the induction fee, new members are received into the Chapter each Spring.

Qualifications for Regular Membership:

1. Candidates shall have demonstrated superior scholastic achievement, evidence of professional leadership potential and/or marked achievement in the field of nursing.
2. Candidates shall be elected from students enrolled in:
 - a. bachelor and master's programs which have been accredited by the nationally recognized accrediting body for professional nursing, and postmaster's, doctoral and post-doctoral programs.
 - b. Students who have completed at least one-half of the required nursing components of the bachelor's curriculum or a minimum of one-fourth of nursing shall be eligible.
 - c. Bachelor of Science Degree Program:
Students shall have a grade average of at least 3.0 on a four point scale or its equivalent, i.e., "B" or the second highest grade of the institution as indicated by the official record of grades. Exceptions maybe made at the discretion of the chapter's Eligibility and Membership Committee when a student has a qualifying grade average in the nursing major, has demonstrated consistent progress in academic achievement, and meets to a high level the other qualifications for membership. When grade averages are not available, the use of a reliable and valid measure, such as a rating tool, shall be used to determine scholastic achievement. The number of students from any one class shall not exceed one-third of the total number expected to graduate from that class.
 - d. Programs of Graduate Study: Programs of graduate study include Master's, Postmaster's, Doctoral, Post-Doctoral. Nurses matriculated for graduate study in nursing are eligible for membership if they have achieved a grade point average higher than the minimum requirement for graduation. When grade averages are not available, the use of reliable and valid measures, such as a rating tool, shall be used to determine scholastic achievement.

3. A community nurse with a bachelor's or higher degree who has demonstrated marked achievement in the field of nursing shall be eligible for membership in any chapter.

South Carolina Student Nurses' Association Clemson University

All students enrolled in the School of Nursing who have not yet completed a Bachelor of Science Degree in Nursing are eligible for membership in the Student Nurses' Association. This organization serves to promote career exploration through programs featuring speakers from various specialties in nursing. It also strives to keep students informed about a variety of issues currently affecting nursing by means of program meetings and participation in the state level organization, Student Nurses' Association of South Carolina. A number of students from Clemson University have held offices in the state SNA in recent years. Membership in SNA is voluntary and can be attained upon payment of a nominal membership fee. Forms may be obtained from the SNA faculty advisor or from any SNA member.

SECTION V: GRADUATION INFORMATION

Pins for Professional Convocation

Early in the semester of your graduation, applications for the school pin are given to each of the candidates for graduation. Pins are an optional purchase and are given out at the convocation ceremony prior to graduation. It is the student's responsibility to get the application and money back to the student program coordinator for the School of Nursing at the UCG prior to the order deadlines in order for their pins to be guaranteed prior to graduation.

The School of Nursing will assist past graduates in reordering pins if they should need to do so. The request must include the student's name, current address, phone number and month and year of graduation. A special order form will be mailed to the graduate. A call is made to the transcript office at Clemson University to verify that the student did indeed graduate.

Program Pin and Cap

Pin

Dean Emerita Geraldine Labecki and the first graduating class of the Baccalaureate Degree Program in Nursing designed the School of Nursing pin. This class consisted of three graduates who completed their course of study in 1972.

GOLD-Stands for worthiness

BLUE-Stands for truth and constancy

THE SCROLL (BOOK)-Symbolizes the search for knowledge on which nursing practice is based

THE SEAL -- Is the University Seal with the state's symbol, the Palmetto tree, in the center.

Students receive the School of Nursing pin at the School of Nursing Convocation which is generally held the morning of University graduation in May. The pin is worn as part of your official uniform whenever you are engaged in nursing practice.

Cap

- The cap was also designed by Dean Emerita Geraldine Labecki and the first graduating class of 1972.
- The three pleats in the back represent the three graduates of this class.
- The University Logo in gold metal now replaces an original cloth "C.U." which was made of gold and purple thread.
- The Logo pin is to be worn on the left wing (corner) of the cap, 1/2 inch from the upper edge

Professional Convocation

At the time of graduation, usually the morning of graduation, the School of Nursing holds a Professional Convocation to honor its graduates and to welcome new graduates into the profession. Students completing the Master of Science degree in Nursing will receive their master's hoods as part of the ceremony. Baccalaureate graduates will receive the School pin.

Estimated Graduating Student Expenses

School of Nursing Pin (optional)	\$36.00 - \$198.00
University Ring (optional)	\$276.78 – 732.84
Diploma cover (optional)	\$8.00
Cap & Gown ONLY	\$25.95 + \$5.00 handling fee

*Please be aware that these are the current costs at the time this handbook was printed and they are subject to change.

7/08