

MUSC College of Nursing Overview

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History

The College of Nursing of the Medical University of South Carolina had its origin in 1882 when the City Council of Charleston approved a request by the City Hospital for \$2,000 to establish a “Training School for Nurses.” The school was opened in 1883 and continued until the City Hospital was destroyed by an earthquake in 1886. It was reestablished as “The Charleston Training School” in 1895. A two-year program of instruction was offered, with some lectures given by the Medical College faculty.

In 1916, the Board of Commissioners of the Roper Hospital proposed the incorporation of the Training School with the Medical College, and in 1919 the Roper Hospital Training School for Nurses became the School of Nursing of the Medical College of the State of South Carolina. Later the words “of the State” were deleted.

In September 1966, the school began the process of phasing out the three-year diploma program and establishing a four-year baccalaureate program. In 1969, when the Medical College was redesignated as “The Medical University of South Carolina” by the State Legislature, the school became one of the six colleges comprising the University.

In 1976, the Master of Science in Nursing degree program was added. In 1983 the College of Nursing celebrated one hundred years of nursing education and service to the citizens of South Carolina and the nation. The College of Nursing initiated the Doctor of Philosophy in 2001. The College of Nursing now offers programs of study leading to the Bachelor of Science in Nursing and the Master of Science in Nursing degrees, as well as the Doctor of Philosophy in Nursing. In fall 2003, the College offered an online RN-BSN program.

Accreditation

The College of Nursing Undergraduate and Graduate Programs are accredited by the Commission on Collegiate Nursing Education from April, 2005 to April, 2010. The Commission on Collegiate Nursing Education is a resource for information regarding the Nursing program. Information may be obtained by writing or telephoning them directly at:

Commission on Collegiate Nursing Education
Suite 530
Washington DC, 20036-1120
Telephone: (202) 887-6791 FAX: (202) 887-8476
Internet: <http://www.aacn.nche.edu/CCNE/reports/accprog.asp>

The Undergraduate Program is fully approved by the South Carolina Department of Labor, Licensing and Regulation, Board of Nursing, Synergy Business Park, Kingstree Building, 110 Centerview Drive, Suite 202, Columbia, SC 29210. The mailing address is P.O. Box 12367, Columbia, SC 29211-2367. You may contact them by telephone at (803) 896-4550, by FAX at (803) 896-4525, or by email at <http://www.llr.state.sc.us/POL/Nursing/>

The Department of Continuing Nursing Education is accredited as a provider of Continuing Nursing Education by the American Nurses Credentialing Center's Commission on Accreditation, 600 Maryland Avenue, SW, Suite 100 West, Washington, DC 20024-2571. You may contact them by telephone at (800) 274-4ANA or by email at <http://www.ana.org>.

The Adult Nurse Practitioner, Family Nurse Practitioner, Gerontological Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner Tracks, are approved by the American Nurses Credentialing Center (ANCC). You may contact them at <http://www.nursingworld.org/> or by calling 1-800-284-2378.

The Clinical Nurse Specialist (Adult, Gerontological, Pediatric, and Psychiatric Mental Health) tracks are approved by American Nurses Credentialing Center (ANCC). You may contact them at <http://www.nursingworld.org/> or by calling 1-800-284-2378.

The Neonatal Nurse Practitioner program is approved by the National Certification Corporation for Obstetrics, Gynecological, and Neonatal Nursing Specialties (NCC). You may contact them at www.nccnet.org or by calling 1-800-367-5613.

The Nurse Administration is approved by the American Nurses Credentialing Center (ANCC). For specific information you may contact them at <http://www.nursingworld.org/> or by calling 1-800-284-2378.

The Nurse-Midwifery track of the masters program is accredited by the American College of Nurse-Midwives Division of Accreditation, 818 Connecticut Avenue, Suite 900, Washington, D.C. 20006. You may contact them by telephone at (240) 485-1800 or by email at <http://www.midwife.org/>

The Pediatric Nurse Practitioner track of the masters program is fully approved by the National Certification Board of Pediatric Nurse Practitioners and Nurses, 800 South Frederick Avenue, Suite 104, Gaithersburg, MD 20877-4150. You may contact them by telephone at (888) 641-2767, by FAX at (301) 330-1504, or by email at <http://www.pncb.org/ptistore/control/index>

Nondiscrimination Policy Statement

The Medical University of South Carolina does not discriminate on the basis of race, creed, national origin, sex, age, or handicap, in the recruitment and admission of students, employment of faculty and staff, and the operation of other educational activities and programs, as specified by federal laws and regulations: Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1985. Inquiries regarding compliance may be directed to the Office of Diversity, Medical University of South Carolina, 3 Doughty Street, P. O. Box 250204, Charleston, SC 29425.

Wherever in this College of Nursing Student Handbook the pronouns “she” or “her” are used, the same shall be interpreted to include members of both sexes.

Student Responsibility

When a student is accepted into the College, she/he accepts not only the published academic regulations, but also all rules found in any official announcement. Each student assumes responsibility for one’s actions. She/he is expected to respect constituted authority, protect private property, and exhibit conduct becoming to a student of the Medical University. This implies respect for the rights of others and freedom from control by any person other than recognized authority in accordance with established rules and regulations.

As a student at the Medical University of South Carolina, you are expected to be knowledgeable of the policies and procedures set forth in the University bulletin. (Website: <http://www.musc.edu/bulletin>) and the University Student Handbook (Website: <http://www.musc.edu/nursing/departments/studentervices/handbook.htm>). Further, as a student engaged in research at the University, you are responsible for maintaining the integrity of all research projects in accordance with the policies, rules, and guidelines of the University, found outlined in the Medical University Faculty Handbook (Website: <http://www.musc.edu/facsen/>). In addition, if as a student you produce tangible products from these research endeavors, you must comply with the Intellectual Property policy of the University as it is described in Section 10.3 of the Faculty Handbook.

Academic policies, which apply to all MUSC students, may be found in the Academic Policies (Section 3 pages 1-17) of the *Bulletin of the Medical University of South Carolina*. *The online Bulletin will be updated on a regular and/or urgent basis. There is no longer a print version available.* The current Web version of the *Bulletin* is available at this address:
<http://www.musc.edu/bulletin>

Enrolled students will be held accountable for all aspects of the current Student Honor Code. A copy of the Student Honor Code can be found in the *MUSC Student Handbook* (Website: <http://www.musc.edu/studenthandbook/>).

Medical University of South Carolina College of Nursing Projected Calendar 2007 - 2008

The College of Nursing calendar is now available at the following Website:
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MUSC College of Nursing Vision Statement

The College of Nursing of the Medical University of South Carolina educates nurses in an interprofessional environment to change lives, and provides proactive leadership to improve health outcomes, eliminate health disparities and advance the nursing profession.

MUSC College of Nursing Mission Statement

The College of Nursing supports the mission of the Medical University of South Carolina, an academic health science center, and is committed to

- Providing evidence-based nurse education
- Developing, testing, and disseminating nursing knowledge
- Demonstrating excellence in nursing practice
- Sharing expertise and leadership through service to professional organizations and communities in an environment that is accountable, respectful, adaptive, and innovative.

MUSC College of Nursing Core Values

Professionalism is represented by the adoption of core values as part of a nurse's commitment to competency, consistency, compassion in practice, and the highest standards of care in the ethical conduct of nursing. The following are the core values shared by the faculty and reflected in the MUSC College of Nursing.

- **Scholarship:** Scholarship is the discovery, translation, application, integration, and transmission of knowledge which contributes to the development of evidence-based nursing.
- **Life-Long Learning:** Learning is a continuous, life-long process of involving, instructing, motivating, and changing students, faculty, staff, patients, and the community for the betterment of health and well-being.
- **Diversity:** Diversity is the recognition and inclusion of human variation in the education and care of individuals, families, communities, and nations. It is shaped by the historical forces of race, ethnicity, socioeconomic status, gender, language, religion, sexual orientation, abilities, ages, and geographical regions.
- **Service:** Service is a commitment to participate in organizational activities and processes that benefit the college, university, institutions, communities, and the profession. Service is viewed as essential to developing, maintaining, and sustaining the structure and relationships that are critical to the profession.
- **Caring:** Caring is central to the health and healing processes, and is intrinsic in the therapeutic nature of person-centered care. Caring is predicated upon mutual respect, and it engenders trust in implementing the role of the nurse in all of the settings and relationships in which nurses contribute to society.
- **Creativity:** Creativity requires an innovative and futuristic perspective, an openness to change, and continuous personal development in order to respond to the dynamic and fluid nature of current health care and educational environments.
- **Empowerment:** Empowerment emerges as individuals develop the knowledge, attitudes, skills, and other resources they need to determine their own learning and health care needs and to assume a primary role in their learning and health care activities, building upon their individual capacities and experiences.
- **Collaboration:** Collaboration involves a relationship based on trust, respect, shared resources, a commitment to joint goals, and mutual satisfaction, in which nurses work with and learn from individuals, communities, and colleagues across professions locally and beyond.
- **Advocacy:** Advocacy includes actions for health policies, programs, and practices to secure the highest level of care, education, and research necessary for societal health and well-being.
- **Equity:** Equity is the state, action, and principle of treating all persons in a just and unbiased manner. It includes attention to the social determinants of health, and a nursing commitment to fairness and action to secure the full participation of patients, families and

communities in their health care. Nurses strive for equity in health service access, content, and quality of care to end discrimination and disparities in health outcomes.

- **Integrity:** Integrity refers to the quality of being honest and ethical and having the moral strength to do the right thing. The nurse incorporates this value in every aspect of one's personal and professional life, and in the care of one's patients.

MUSC College of Nursing Philosophy

The College of Nursing, one of six health science colleges of the Medical University of South Carolina, is responsible for the education, research, and practice of nurses. The philosophy of the College of Nursing embodies the concepts of nursing, health, person, and environment, as well as nursing education, nursing research, and nursing practice. The faculty believes that the discipline of nursing is both an art and a science.

Nursing, interpersonal and caring in nature, encompasses the promotion of health, the prevention of disease and injury, and the diagnosis and treatment of human responses to actual or potential health problems. The domain of nursing is based on the synthesis of biological, behavioral, social, and nursing sciences, with the focus on populations across the life span to maximize their potential for optimal health. As a practice discipline, nursing permits its members to enter and improve the lives of individuals, families, and communities for purposes of healing, learning, and adaptation. Nursing practice is dynamic because it grows continually through interpersonal connections with research, education, and advocacy. Operating within professional value systems and ethical frameworks, nurses work independently and collaboratively and assume accountability and responsibility for the delivery of evidence-based, cost effective nursing care. Nurses incorporate the concept of diversity in practice and in relations with the communities they serve and their fellow workers. Nurses realize human differences require continual investigation, learning, critical self-reflection, and change for people to achieve full access, inclusion, and participation in human relations, education, and health care.

Health is a dynamic state of being in which a person's biologic, developmental, and behavioral characteristics are maximized. Each human being possesses strengths and limitations resulting from the interaction of environmental and genetic factors, which determine the person's biological and behavioral integrity. Health promotion is the science of helping people change their lifestyle within their sociocultural contexts and environmental conditions to move toward a state of optimal health. Health promotion is an interpersonal process and an intrapersonal product. As an interpersonal process, health promotion motivates persons and communities through the provision of education to adopt positive attitudes and behaviors that will assist persons in attaining their optimal health. As an intrapersonal product, health promotion assists persons and communities to incorporate attitudes and behaviors that maintain wellness within the cultural frameworks in which they make decisions.

Persons are holistic, social, and culturally diverse beings with integrated body, mind, and spirit, existing within the context of families, groups, and communities. Each person is unique, has

dignity and self-worth, has the potential for change, and has the right to self-determination. A person has an inherent capacity to grow and develop throughout the life cycle. As unique individuals with different capacities and vulnerabilities, each person has the potential to affect their human responses and health outcomes. A person has the right to access, fair representation, equity, respect, and participation in health services.

Environments have an impact on the health, availability of services, and quality of care of individuals, families, groups, and communities. Environments include the natural, institutional, man-made, and physical arrangements in which a being operates. Each person and community exists within an ecological balance that influences human well-being, while at the same time human decision-making affects the health of environmental systems. Nursing interventions are directed toward creating, modifying, and enhancing environments to promote optimal health.

Learning is an active, life-long process of acquiring and integrating new information and insights that build upon previous knowledge. The faculty facilitates learning environments in which students assimilate and apply scientific and humanistic knowledge and experience, and develop self-awareness, self-direction, creativity, and critical thinking. Students are accountable and assume responsibility for their own learning by engaging in ongoing independent, self-directed learning. The faculty is responsible for providing a respectful environment conducive to learning and to serve as role models of professional nursing practice. The faculty believes that collaboration with other health care professionals, consumers, and communities is essential to teaching, learning and providing health care in a changing society.

Research, a systematic process of creating, evaluating, disseminating, translating, and utilizing knowledge, is critical to the development of nursing as a scientific discipline, and includes clinical research, epidemiology, public health, social science, health systems and outcomes research, and nursing education research. Nursing research focuses on “the understanding and easement of the symptoms of acute and chronic illness; prevention or delayed onset of disease or disability, or slowing the progression thereof; finding effective approaches to achieve and sustain optimal health; and, improvement of clinical settings in which care is provided (NINR, 2003).”

Nursing practice involves the care of patients, families and communities. Additionally, it is the clinical laboratory for student education, faculty enrichment, and clinical research. Nursing practice occurs within multiple settings in health care institutions and the community. It encompasses the care of individuals, families, groups, and communities across the lifespan.

Nursing promotes wellness, prevents illness, restores health, and facilitates adaptive coping. Professional nurses provide services independently and in collaboration with other health care providers and consumers of health care. Academic faculty practice fosters improvement in information management, synthesis and application of knowledge, evidence-based outcomes and changes in nursing and health care policy.

