School of Nursing

College of Behavioral, Social and Health Sciences

CLINICAL HANDBOOK

2025-2026

Important Contact Information for Clemson University School of Nursing

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Introduction

These guidelines are used in conjunction with other University documents such as the CU Graduate Catalog here and Graduate Program Handbook here. The CU Graduate Catalog also contains essential information about University policies and procedures. The Graduate Student Handbook contains additional CU and SON policies, regulations, resources, and services available for students. The Handbooks are located on the School of Nursing website. This document complies with AACN The Essentials for Professional Nursing Education, the Consensus Model for APRN Regulation, Licensure, Accreditation, Certification, Education, NONPF Core Competencies for NP Education, University policy, and departmental policy.

About the School of Nursing

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. More information about the School of Nursing's mission, vision and goals can be found on the School of Nursing website.

Mission

The mission of Clemson University School of Nursing, as a preeminent scholarly center of learning and research excellence, is to educate students at the baccalaureate, master's, and doctoral levels to become healthcare professionals who transform lives through research/scholarship, practice, and outreach.

Vision

Clemson University School of Nursing will elevate nursing and healthcare through leadership, research/scholarship, and practice to maximize the health and quality-of-life for the people of South Carolina, the nation, and the global community. Core Principles/Values

1. Excellence and Innovation in Education and Research
   - We strive for academic and scholarly excellence by fostering critical thinking, innovation, and research that advance nursing science and healthcare practices.
2. Transformative Leadership and Professionalism
   - We prepare ethical, compassionate leaders who shape the future of healthcare through evidence-based practice, advocacy, and lifelong learning.
3. Community Engagement and Service
   - We are committed to improving health outcomes through meaningful outreach, collaboration, and culturally competent care at local, national, and global levels.
4. Ethics, Integrity, and Accountability
   - We uphold the principles of ethics, integrity and accountability in all aspects of nursing education, research, and clinical practice.

Goals

Goal 1 – Enrich the Student Experience through Excellence in Nursing Education

The School of Nursing will deliver a competency-based, comprehensive educational experience that fosters professional identity, clinical excellence, and personal growth across all degree levels. Through experiential learning, faculty mentorship, and academic support, we will prepare students to thrive in varied healthcare settings.

  1.1 Improve student engagement and satisfaction metrics
  1.2 Maintain NCLEX and certification pass rates above the state and national averages
  1.3 Sustain retention and degree completion rates across programs

AACN Alignment: Domains 1, 9, 10
University Pillar: Student Experience
CBSHS Goal 1: Learn and Thrive

Goal 2 - Expand Nursing Science and Interdisciplinary Research

We will cultivate a vibrant research culture that supports faculty and student scholarship, advances nursing knowledge, and contributes to evidence-based practice and health policy reform. Partnerships with interdisciplinary teams will be optimized to address complex health challenges at local, state, and national levels.

2.1 Grow in funded research and scholarly output
2.2 Increase student involvement in research initiatives
2.3 Expand collaborations across academic and healthcare institutions

AACN Alignment: Domains 3, 4, 6
University Pillar: Increase Research
CBSHS Goal 2: Investigate and Innovate

Goal 3 – Lead Community-Engaged Health Transformation

The School of Nursing will strengthen its role as a catalyst for health equity and community well-being by designing and leading outreach initiatives that address health disparities, promote prevention, and improve access to care—particularly in underserved and rural areas.

3.1 Sustain community partnerships and outreach programs through engagement in population health
3.2 Address the workforce shortage by preparing skilled nursing professionals through innovative education, experiential learning, and healthcare industry partnerships
3.3 Integrate service-learning and public health experiences into curricula

AACN Alignment: Domains 2, 3, 7, 8
University Pillar: Transforming Lives Statewide and Beyond
CBSHS Goal 3: Build People and Communities

Goal 4 – Prepare Nursing Leaders to Shape the Future of Healthcare

We will prepare students to become transformative leaders in healthcare through curricula grounded in ethics, quality improvement, systems thinking, and interprofessional collaboration. Graduates will be equipped to lead change, influence policy, and champion innovation in nursing practice and education.

4.1 Increase faculty, student, and alumni engagement in leadership and policy roles
4.2 Integrate leadership-focused curriculum at all program levels
4.3 Enhance leadership development through simulation and experiential learning

AACN Alignment: Domains 5, 9, 10
University Pillars: Student Experience, Increase Research, Transforming Lives
CBSHS Goal 3: Build People and Communities

National Accreditation

The Baccalaureate degree program in nursing, the Master's degree program in nursing and Doctor of Nursing Practice program at Clemson University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The Doctor of Nursing Practice and Master of Science Degree Program Overview

The Doctor of Nursing Practice (DNP) and Master of Science (MS) 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 and may select a specialty in one of the five areas of study. Specialty options are available for primary care nurse practitioners (NP) which include, Family Nurse Practitioner, Pediatric Nurse Practitioner, Adult/Gerontological Nurse Practitioner, Health Systems Leadership, and nursing education. The graduate program articulates with the baccalaureate program in the continued acquisition of advanced nursing knowledge and skills of the specialist. 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. Specialization builds toward advanced specialties in selected clinical practice and role areas.

School of Nursing Doctor of Nursing Practice Objectives

The objectives for the DNP degree programs with a major in nursing are to provide graduates with the ability to:

1. Demonstrate relationship centered nursing leadership to improve the healthcare, health status, and health outcomes of individuals, families, communities, and populations while addressing health disparities.
2. Integrate biopsychosocial, cultural, organizational/systems, informatics, ethical and legal knowledge with nursing science as a foundation for expert clinical nursing practice in a specific nursing clinical specialization.
3. Engage in interprofessional, collaborative partnerships to frame problems, design and implement evidence- based interventions and evaluate outcomes.
4. Formulate health promotion, disease prevention and treatment strategies that translate and integrate genetics/genomics, individual behaviors and lifestyle factors, family, community and culture, social and economic forces, and public and person health systems addressing access, quality, and safety.
5. Transform practice through knowledge reflection, knowledge-based resources, information technology/informatics, strategic resource management and evidence-based practice research/action inquiry.
6. Translate knowledge for application in the delivery of advanced nursing practice and nursing administration/health leadership.
7. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic and ethical issues.
8. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.

School of Nursing Master of Science Objectives

The objectives for the MS degree programs with a major in nursing are to provide graduates with the ability to:

1. Integrate advanced knowledge from nursing science and other disciplines to deliver person-centered, community-based care for diverse populations across the lifespan and in varied healthcare settings.
2. Demonstrate professional competence in the role of advanced practice nurse or nurse educator through the application of evidence-based practice, clinical judgement, ethical and legal principles, leadership and interprofessional collaboration.
3. Evaluate, apply, and contribute to nursing and related research by identifying research priorities, applying research methods and integrating findings to improve outcomes.
4. Participate as a systems-level leader by applying systems thinking, informatics, health policy advocacy and resource stewardship to improve healthcare outcomes and ensure equitable, high-quality care.
5. Engage in lifelong learning, reflective practice, and ethical reasoning to support professional growth, and cultural accountability in delivering safe, compassionate and equitable care.

Course Descriptions

The following link **Course Catalog** includes the course descriptions for each course in the Family Nurse Practitioner and the Adult-Gerontology Nurse Practitioner programs. For specific course information, please see course syllabus.

Advanced Practice Registered Nurse Competencies

The following is a list of competencies that students should be able to achieve based on the clinical semesters. This should be the focus of each clinical experience to prepare the student for the certification examination and future practice.

Beginning (1st /2nd clinical courses)
- Ability to generate differential diagnoses based on presenting complaints in order to frame the history and focused exam.
- Differentiates between normal & abnormal findings including pathophysiology & pharmacotherapeutics.
- Obtains a comprehensive or problem-focused health history.
- Recognizes implications of cultural variations & interacts in culturally sensitive ways.
- Presents verbal synopsis of history & findings.
- In consultation with preceptor, determines action plan.
- Provides anticipatory guidance & counseling for a variety of health/illness conditions.
- Appropriately integrates aspects of nursing and medical care in the management of client problems.

Competent (3rd/4th clinical courses)
- Differentiates between variations of normal & abnormal findings.
- Incorporates cultural beliefs & preferences of culturally diverse patients into management plan.
- Analyzes & interprets history, presenting symptoms, physical findings & diagnostic information to develop appropriate differential diagnoses.
- Able to diagnose & manage a variety of acute & chronic conditions based on standards of care & practice guidelines.
- Identify appropriate pharmacological treatment and diagnostic testing.
- Present succinct, organized verbal case presentation.
- Provides anticipatory guidance & counseling regarding condition including health promotion/maintenance, medication therapy & follow-up.
- Discusses need for referral or collaboration with preceptor.
- Appropriately integrates aspects of nursing and medical care in problem management.

Proficient (practicum)
- Analyzes & interprets history, presenting symptoms, physical findings & diagnostic information to develop appropriate differential diagnoses.
- Able to diagnose & manage acute & chronic conditions while attending to client responses based on scientific rationale, standards of care & practice guidelines.
- Recommend appropriate pharmacological treatment and diagnostic testing.
- Present succinct, organized verbal case presentation including treatment alternatives.
- Maintains a collaborative relationship with preceptor.
- Provides anticipatory guidance & counseling regarding condition including health promotion/maintenance, medication therapy & follow-up.
- Initiates appropriate & timely consultation &/or referral.
- Demonstrates cultural competence in all aspects of care.
- Appropriately integrates aspects of nursing and medical care in the management of client problems.

School of Nursing Policies

Attendance Policy-Didactic Course

Due to the nature of graduate courses and the amount of material covered in each class, ***students are expected to attend all classes, tests and clinical experiences***. Regular and punctual attendance at all class/clinical sessions is the personal responsibility of each student. Class attendance will be assessed each day. Late arrival or failure to complete attendance requirements will be considered an absence for the day. Leaving class early is considered an absence. Absences will only be 'excused' for genuine medical emergencies or legitimate causes as **determined by the Professor(s)**. Examples include death in the immediate family and personal conditions requiring hospitalization or emergency treatment. In the event of extenuating circumstances, students are responsible for contacting the faculty member and for obtaining material missed. In order for an absence to be excused the student must contact the Professor(s) **prior to the class,** or as soon as possible after class if prior contact is not possible, by email with a request explaining the nature of the absence. After receiving the above information, the Professor(s) will inform the student if the absence will be classified as excused.

Class content is essential to effective patient care. The scheduling of graduate courses often represents two to three weeks of content. Students missing more than three weeks of content (one day in summer session) may be dropped from the course. Please plan events around class schedules.

If the Professor(s) is late to class, students are expected to wait at least 15 minutes from the time class was to have started, after which they may be excused from class unless the Professor(s) has given advance warning and instructions to wait.

Attendance Policy-Clinical Rotation

Students are expected to arrive at the clinical site on time and remain on site for the full duration of the clinical experience. Students may leave the premises for a lunch break. The student will notify the clinical site, preceptor, and faculty member if there is a late arrival or absence from clinical. Students who are absent for a scheduled clinical day (due to illness, family emergency, etc.), should contact the preceptor at least ONE HOUR before the beginning of the clinical day. The process by which the student notifies the preceptor should be established between the student and the preceptor prior to the start of the clinical experience. It is also the student's responsibility to notify the course faculty. You may reschedule clinical on a case-by-case basis, but this will need to be discussed and agreed upon by the preceptor (office representative) and communicated to the assigned clinical faculty member. If you are not able to attend a Clemson Rural Health clinical, students may trade clinical days. If the student is not able to trade dates, then they must attend scheduled CRH clinical day. Missed clinical days will be solely the student's responsibility to arrange and complete.
 Two or more unexcused tardies and/or unexcused absences to a clinical site will result in a drop in course final letter grade, dismissal from the clinical site, course failure and/or program dismissal. No call, no show (no notification to preceptor or clinical/course faculty regarding an absence) will result in a drop in course final letter grade. The preceptor and/or clinical site administration reserve the right to dismiss the student from the clinical site if the student fails to follow standards of professional behavior and conduct, including but not limited to, disinterest, excessive tardiness and/or absences, lack of professionalism, and/or failure to follow clinical site policies or procedures.

Should a nurse practitioner student fail to complete the required number of clinical hours for a semester or course, it is not assumed that they will be permitted to make up these hours with their preceptor. Approval for extending clinical hours beyond the semester end date requires approval from the following: (a) course faculty; (b) course coordinator; (c) the appropriate Program Director. Students who cannot complete the required clinical hours due to unforeseen events (due to illness, family emergencies, etc.) should contact the course faculty immediately to determine if the situation warrants an extension of the clinical time and under what conditions it will occur. These situations are evaluated on an individual basis.

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

For any inclement weather, we will follow Clemson University emergency closing policies. The decision by the Crisis Management Team on main campus drives the decision for all campus locations (often dependent on the SC Emergency Management Division that closes county offices across the state). *Please check with your instructor if you are uncertain of whether or not your class is canceled.*

If main campus closes and/or cancels classes, the Clemson University Nursing building will also be closed / classes canceled. If, for some reason, government offices in Greenville County are closed and our main campus is open, the CU Nursing building will be closed – following Greenville County. Some of our clinical placement cancelations are driven by local school district closings. ***Please check with your preceptor or clinical faculty if you are uncertain of whether or not your class is canceled.***

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.

Information about closings can also be located on the [Clemson University web site](#).

Preceptor Illness

If the preceptor calls out sick, please contact your course clinical faculty to determine if there is an opportunity to complete clinical hours with an approved, designated alternative preceptor and/or clinical experience. The preceptor may organize this replacement for the student whenever possible. As a last alternative, the student clinical experience can be canceled.

Professional Practice Dress Code

The dress, personal appearance, and hygiene of our students create an impression – either favorable or otherwise – on patients, other healthcare providers and the public.

Clinical Dress Code

Graduate students should dress professionally in conservative shirt/blouse and slacks or dress and a white lab coat or other professional dress as appropriate. Clothing should be clean and unwrinkled (pressed/ironed).

1. Shoes should have closed toes and backs.
2. Name tags are considered to be part of the official uniform and are required of students in all clinical areas. It is to be placed in the Clemson ID badge holder for this purpose. One will be provided by the School of Nursing.
3. Wrist watches with a second hand, and professional pins (ex. Sigma Theta Tau) are permitted. Jewelry, other than wedding bands and one pair of pierced earrings (posts only) in ears only, should not be worn.
4. Unprofessional appearance and dress are not permitted and includes, but is not limited to: body odor, non-human hair colors on visible areas of head/face/body, visible tattoos, body jewelry (other than 1-2 earrings/ear) or other decorative/self-injury marks, shorts, capri pants/leggings, yoga pants, gym pants, denim blue jeans, tee shirts, plunging necklines, undergarments visible through outer garments (thong underwear), athletic shoes, flip flops/sandals, pictures/drawings/writing on clothing and any other prohibitions which are imposed by the faculty or the agency. No visible midriff, gluteal crease, or excessive cleavage. Be aware that you will be bending and stooping in the clinical setting.
5. Scrubs are not allowed in simulation or the clinical area unless required/permitted by the faculty/preceptor/clinical site.
6. Lab coats are required for clinical and simulation labs. Lab coats should be white and at least 29-45 inches in length (provider coat). The lab coats should be embroidered with the Clemson University School of Nursing logo. The coat can be taken to the Pink Monogram at 6A Aberdeen Dr A, Greenville, SC 29605 (2 miles from the CU Greenville campus) for logo embroidery.

Enrollment Requirements

All nursing students are required by the School of Nursing and clinical agencies to meet specific requirements to enroll in nursing courses and research experiences.

Upon enrollment, students will receive information regarding required documentation due before classes begin in order to be clear for building access, class and clinicals. Students who do not comply with the stated requirements will not be allowed to enroll in or attend any nursing courses or clinical experiences. Students may not attend any research experiences with expired or missing admission/enrollment requirements and doing so will be considered an academic violation. Students are responsible for knowing the expiration dates of these requirements and submit them prior to expiration and by due dates.

Additional Clinical Requirements

Students may be required to complete additional clinical requirements for an agency. It is the student's responsibility to investigate the clinical requirements for a given agency and also the student's responsibility to complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include but is not limited to a drug test, criminal background check, child abuse clearance, FBI fingerprinting, and site related forms and trainings. These additional requirements may cost; the cost is the responsibility of student. These requirements may need to be repeated throughout the program as the need arises.

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

Students will complete the understanding of the Student Policy Governing Use and/or Abuse of Drugs and/or Alcohol form with their enrollments requirement packet.

Use of substances which interfere with the judgment and/or motor coordination of students of the School of Nursing pose 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. Students may not attend clinical/research experiences while taking new medications which may have side effects of sedation or stimulation or may impact clinical performance in any manner.

Faculty members who suspect a violation of this policy are required to act. 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:
1. Screen results indicating use of an illegal drug;
2. Screen results indicating non-therapeutic drug level of prescribed or non-prescribed drugs;
3. 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:
1. Observable lack of motor coordination without reasonable explanation. Such behavior must be described objectively by the person making such observations;
2. Incoherent speech without reasonable explanation;
3. 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.
4. Odor of alcohol detected from a distance of two feet on breath of student.

Drug and /or Alcohol Abuse Policy Procedure

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

- o 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.
- o In all cases, the student may not participate in any clinical laboratory experience until an appropriate plan of action has been identified.
- o If incident occurs in classroom, the student will be accompanied to the office of the Program Coordinators, Assistant Director of the School of Nursing or a leadership designee.
- o If incident occurs in clinical laboratory, the Program Coordinators or designee will be notified by telephone.
- o The student will be required to immediately have drug testing at their expense.
- o 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.
- o Subsequent to an immediate preliminary investigation by the Program Coordinators or designee, the incident will be reported to the Dean, College of Behavioral, Social and Health Sciences. After review by the Dean, one of the following actions will be taken:

  - The student will be allowed to continue attendance at clinical laboratories without penalty, and no further investigation will take place.
  - 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 SON).

- 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 the faculty/administrative committee conducting the investigation.
- 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:
- The student may be allowed to resume participation in clinical laboratory experiences.
- The student may be required to enroll and successfully complete and approved in-patient and/or out-patient substance abuse program.
- The student may be required to repeat any nursing course when a significant portion of the clinical laboratory experience has been missed.
- The student may receive a failing grade in any nursing course in which a significant portion of the clinical laboratory experience has been missed.
- 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 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.

HIPAA Policy

Students are required to comply with the University, SON, and clinical site policies and procedures for the Health Insurance Portability and Accountability Act (HIPAA). In some instances, students may be required to complete more than one HIPAA training exercise/program for the clinical site. At a minimum, students are required to complete annual HIPAA training through CU SON as part of the Clinical Course Requirements prior to entry into the clinical site. Information regarding HIPAA training comes from the HIPAA Compliance Office in the Office of University Counsel. Failure to complete required training will delay student entry into the clinical site.

Student Illness or Injury in the Clinical Setting

Clemson University Students of Nursing are covered by the Clemson University Workman's Compensation insurance carrier while in the scope of their clinical responsibilities.
Our students of nursing are considered employees of Clemson University even while they may be in clinicals at Prisma, Bon Secours, AnMed or another medical facility. Please make sure to advise the Workman's Compensation representative that the student is an employee of Clemson University, **not** the facility where the clinicals are located.
In the event of life or limb-threatening emergencies, contact 9-1-1 or seek immediate medical attention at the nearest emergency facility.

1. In a medical emergency, hazardous material exposure or injury, an injury involving a needle or other potentially contaminated object, or other serious injury in the clinical setting, the student should be evaluated in the agency's emergency department or sent to the nearest emergency department. The student will be responsible for any expenses incurred for care related to these events. The preceptor/mentor and student will immediately notify the course/clinical faculty.
2. In a situation that does not require emergent care, the student should notify the course faculty prior to leaving the clinical site that day. If medical care is obtained, expenses incurred are the responsibility of the student.
3. **The faculty member or other designated person must call CorVel at 1-866-282-2674** to report the injury and assist in completing the First Report of Injury with a Nurse Case Manager. The student may be referred to Redfern Health Center or an AUTHORIZED Off Campus Medical Facility.
4. Documentation of an injury requires completion of the Report of Injury Form. The completed form will be forwarded as soon as possible to risk management at: wcriskmanagement@clemson.edu.

Standards of Professional Practice

Nurse Practitioner students are expected to demonstrate responsibility and accountability according to the Standards of Professional Practice. Students violating a Standard of Professional Practice or participating in unsafe clinical practice will result in immediate dismissal from the clinical area. The student may receive an Unsatisfactory grade for the clinical, resulting in failure of the nursing course. Any student committing a second violation of Professional Practice in any nursing course for the duration of the program may be immediately dismissed from the School of Nursing. The School of Nursing has the authority to dismiss any student if he or she conveys deliberate false information regarding nursing care. Unacceptable practice may be a one-time event or a series of events. Practice may be considered unsafe and/or unprofessional when a student fails to use the nursing process effectively. Students may receive a failing course grade or be disciplined or dismissed from the NP program without warning for offenses including, but not limited to:

- Professional, legal, ethical or behavior deficits or practicing in an unethical or unprofessional manner
- Compromising patient safety or failure to take action when such action is essential to the health and safety of the client.
- Compromising patient confidentiality. No identifying patient information is to be recorded on clinical paperwork or Personal Digital Devices. Clinical paperwork and Personal Digital Devices are to be safeguarded at all times to prevent loss and access by unauthorized people.
- Committing a felony
- Performing clinical rotations without approval from the Clinical Faulty/Clinical Coordinator
- Providing false or inaccurate information related to a clinical preceptor or site
- Misrepresenting his/her clinical hours or providing any false documentation or other written or verbal inaccuracy related to clinical rotations and/or clinical hours
- Misrepresenting the role in which the student is functioning or functioning outside the scope of student nurse practitioner practice.
- Unsafe clinical practice can include behaviors related to physical or mental health problems (i.e., sleepiness, anxiety, and inability to concentrate) including the use of alcohol, drugs, or chemicals.

Clinical Policies

Nurse Practitioner Student Scope of Practice

Nurse practitioner students' function in a learning role under the direct supervision of the licensed preceptor. As such, there are certain practices and procedures that NP students are prohibited from performing while unlicensed as an APRN. Further, patient safety dictates that competency is validated prior to performance. Nurse practitioner students are prohibited from performing procedures for which they have not received previous clinical validation from faculty or a clinical preceptor through return demonstration and/or clinical competency examination. The clinical preceptor must provide direct supervision of the NP student at all times during any invasive procedures. If a student has questions about whether or not a procedure is allowable in the clinical site, the student is required to contact the course faculty. Students are encouraged to observe procedures as the opportunity arises.

Nurse practitioner students are also *at no time* permitted to sign prescriptions, dispense medications, or e-prescribe medications. This is the responsibility of the licensed preceptor and is beyond the student's scope of practice. Prescriptive authority is gained after the student is successfully licensed in the state in which he/she practices. The student is encouraged to confer with the preceptor and make recommendations regarding the need for prescriptions.

Some practice/simulation time may be mandatory for students, this will be communicated in the course syllabi. Students who wish to arrange additional practice and/or simulation time should contact the Simulation Coordinator.

Legal Liability

The preceptor remains liable for the care of the patient. Legal and reimbursement guidelines require that preceptors validate findings on physical examination, review laboratory tests and confirm differential diagnoses and management plans with students for all the patients they see. Review by the preceptor must be documented in the patient's record and the preceptor must co-sign all records in which the student has provided documentation.

Clinical Hours

The clinical hours posted for each course are the minimum number of hours required. Students must complete a minimum of 675 hours (500 of which must be hands on, direct patient care hours) during the program to be eligible for graduation and national certification. Students may seek additional experiences/time (based on faculty approval and space availability) or may be instructed to complete additional time to enhance knowledge and/or skills. All clinical hours must be completed no later than 1 week prior to the date course grades are due to avoid an incomplete. Students may review the Academic Calendar for due dates. Students may not start clinical without permission from clinical coordinator and/or lead faculty of course. ***Students may not be in a clinical setting while not actively enrolled in a clinical management course (i.e., students may not start clinical rotations early).***

Students not completing clinical hours one week prior to grade posting dates may be given an "incomplete" for the course. Incomplete grades calculate into the GPA as an "F" until completed. Incomplete grades must be completed before the start of the next clinical course. No clinical hours may be completed in the next clinical course until the previous course Incomplete grade is resolved. The student is allowed to attend the didactic portion and turn in assignments related to didactic class only. Any deviation from this policy must be approved by the course faculty.

Graduate Program Clinical Placement Policy

Clemson University School of Nursing (SON) recognizes the importance of providing students with meaningful clinical experiences as part of their education. In order to facilitate these experiences, the SON has established guidelines regarding clinical placement and reasonable travel distances to clinical sites. The SON is committed to providing high quality clinical education experiences that are integral to the development of students in nursing programs. To ensure clinical readiness and appropriate placement, compliance with the following policies is required.

Graduate Clinical Placement Process

- The Graduate Clinical Coordinator will coordinate all required clinical placements in collaboration with affiliated clinical sites. Up to one year in advance of student's anticipated need for clinical hours, the graduate clinical coordinator will begin assigning students to appropriate clinical site based on course objectives and geographical location. These placements will ideally be made prior to beginning the course but will be assigned within 45 days of the completion of required coursework.
- Students must submit required documentation for clinical placements by the specified deadlines or they may be subject to losing their assigned clinical placement.
- Placements are assigned based on availability, student needs and site requirements. Specific placements cannot be guaranteed.
- Students who request a specific preceptor/site (due to personal affiliation or relationship), may request a rotation with the preceptor for a specific course. Depending on course requirements and student needs, the Graduate Clinical Coordinator will approve or deny the requested placement. Those students choosing their own sites will not be offered additional sites for the course.
- If a student is assigned a clinical rotation and the student declines placement, then student will assume responsibility of obtaining their own placement.
- In order to ensure a diverse clinical experience, students may not spend more than 2 semesters with the same preceptor or clinical site.
- Students **may not** use their workplace (e.g. office, unit, department of employment) as a clinical site. However, if employed at a large health system, the student may obtain a clinical placement at another setting within the same system.
- If the Graduate Clinical Coordinator is unable to find clinical placement for the student, the student will be assigned to Clemson Rural Health for completion of course required clinical hours.

Reasonable Distance for Travel

- Clemson University considers a reasonable travel distance to a clinical site to be within South Carolina and 150 miles from either the Clemson University School of Nursing Greenville Campus (605 Grove Road Greenville, SC) or from the student's current residence. If the student's residence information changes, it is the student's responsibility to disclose the change to the Graduate Clinical Coordinator.
- If travel is required, students are responsible for all related travel costs.
- Students with accessibility issues concerns related to travel distances should contact the Graduate Clinical Coordinator.

Clinical Process

- Once a preceptor is assigned, it is the student's responsibility to meet with the potential preceptor prior to the beginning of the rotation and discuss schedule dates and times. These meetings can occur online or in person.
- Students will bring a copy of their CV, course syllabus and preceptor handbook to this meeting.
- Students will complete the Clinical Rotation Calendar and upload to Typhon for approval of rotation schedule.
- Students must submit all required documents (Typhon), attend all mandatory clinical rotation orientations and trainings required by the site and/or School of Nursing. This includes the 4-hour EPIC training course.
- Accurate clinical placement logs including location and hours completed are maintained and available via Clemson's BOX, cloud-based information-based system. Students also have access to this information through Canvas.

Preceptor and Clinical Site Information

Networking and Tips for Obtaining a Preceptor

- Personal/professional connections
- Professional state and local organizations-SCNA, Upstate NP Group has preceptor matching
- Alternative (Facebook groups-Preceptor Match; program specific groups)

Nurse Practitioner Preceptor Criteria

Please note that we are a *Primary Care Nurse Practitioner program* and clinical rotations must reflect this level of care. Students ***may not*** precept with relatives or close friends as preceptors. Preceptors must have a current, unencumbered state license and national certification, as appropriate, in the population focused or specialty practice area. Students may precept with a nurse practitioner, physician (e.g. MD, DO), or Physician Assistant (PA). The preceptor must have at least one year of experience in the area of practice relevant to the student's clinical focus (some facilities require preceptors to have two years of experience, check facility regulations). Students may spend no more than two semesters with an individual preceptor without faculty approval. Students are encouraged to precept with nurse practitioners. A nurse practitioner preceptor is required for 25% of hours during the course of the program.

Nurse Educator Preceptor Criteria: Must meet **one** of the following criteria:

1. Doctorate (PhD, EdD, or DNP) with 3-5 years teaching experience
2. MSN with CNE certification
3. MSN with a focus in nursing education and 3-5 years teaching experience

Health Systems Leadership Preceptor Criteria: Must meet the following criteria:
1. A graduate degree in nursing or a related field (DNP, PhD, MSN)
2. At least 2 years experience in a leadership role within a healthcare system
3. Alignment with the program's learning objectives

Examples of appropriate HSL preceptors may include: Nurse Executives and Leaders; Healthcare Administrators; Public Health Leaders; Accrediting and Regulatory Agency Professionals; Academic and Research Leaders; and Informatics and Technology Leaders.

Students may not start clinical before the Clemson University first day of classes. Students are not covered under their liability insurance unless in an active clinical course. Time between semesters is not considered enrollment unless the course faculty issues an "incomplete" for the course in iROAR. Students must complete clinical hours by Friday 5pm the week prior to the date that grades are due each semester to allow for grade calculations and reporting. See the current Academic Calendar for dates. Students not completing clinical hours one week prior to grade posting dates may be given an "incomplete" for the course. Incomplete grades calculate into the GPA as an "F" until completed. Incomplete grades must be completed before the start of the next clinical course. Any deviation from this policy must be approved by the course faculty.

NP Clinical Site Selection Criteria

Students must complete most clinical experiences with preceptors from the same population-focused area of practice in primary care (pediatric, adult, gerontology or across the lifespan). Over the course of the program the student must have 25% of the required clinical hours with an APRN preceptor and preferably an NP with expertise in the same population-focused area of practice in primary care.

Patient volume in the clinical site must be sufficient to allow the student an opportunity to see an array of patients to meet student-learning objectives for the specified course. Students are responsible to report to the lead faculty any clinical site that does not provide an effective, hands-on, interactive learning experience which includes assessment, diagnosis, and clinical management of patients or if student feels uncomfortable in the setting. Students may not be in clinical observational sites except those approved by the faculty.

Students may spend no more than 12 hours at a clinical site in one clinical day. Transit time to and from the clinical site cannot be counted towards clinical hours. Lunch cannot be counted towards clinical hours. Students are prohibited from direct patient interaction if the clinical preceptor is not physically at the clinical site. *Students should see an average of one patient per hour.*

Preceptor Affiliate Requests (please see Canvas for most up to date information)

Prisma Health-Prisma Health Nurse Practitioners, serving as a preceptor, must have held their APRN license for a minimum of 2 years and have approval from their supervisor to serve as a graduate nursing student preceptor. This requirement is different from other facilities. No student may be in a clinical placement within the clinical learning environment until their placement has been approved by Prisma health and the student has completed the required Prisma Health student clearance process in myClinicalExchange. Please see Canvas for additional information

Bon Secours St. Francis-Please do not contact a BSSFHS practice or provider for a clinical placement. Priority is given to current BSSFHS employees. Please see Canvas for additional information.

AnMed Health- AnMed employees and current students will be considered for placement. Non AnMed employees are occasionally considered, student must apply for consideration. Please see Canvas for additional information.

Spartanburg Regional Medical Center-students who are employees should submit clinical requests through the Corporate Education Department. Please see Canvas for additional information.

CVS Minute Clinic-to apply instructions on Canvas

Private practices/non-affiliated sites- Clinical requirements may vary by site. Preceptor roles/responsibilities form and preceptor agreement must always be completed, but if a facility is also requesting a contract between facility and Clemson, please contact Graduate Student Services Coordinator for assistance, Mrs. Ellen Chiles (achiles@clemson.edu)

Clinical Requirements and Expectations

Required Clinical Paperwork

Students will not be able to begin clinical rotation without the required documentation.

- **Preceptor Agreement-** This must be completed prior to the start of any clinical time, completed in Typhon. This agreement includes the Preceptor's Acknowledgment of the syllabus. Preceptor's CV must be uploaded to Typhon if we do not already have one on file (check with Course Faculty).
- **Clinical Calendar/Rotation Approval Form-**This form includes the dates and times you plan to attend clinical for the academic semester. This document will be completed in Typhon and approved by clinical faculty. Approval must be received prior to starting the first day of clinical.
- **Preceptor Evaluation Form (Midterm/Final)-** submitted through Typhon, must submit 2-one for midterm (see Academic Calendar) or halfway through clinical hours and a final evaluation at or near the end of clinical hours. Hours will not be approved past midterm if a midterm evaluation is not turned in by the due date (Academic Calendar). Please discuss with the clinical faculty if sufficient hours will not be completed by midterm to complete the evaluation. The final evaluation must be turned in for final grades to be posted. If late, then there may be a delay in course progression or graduation. Evaluations must be checked and approved by clinical faculty.
- **Preceptor Verification of Clinical Hours-** submitted in Typhon at the end of all hours and is required to pass the clinical portion of the course. This log will be signed by your preceptor and uploaded into Typhon. In the Document Upload folder, please select the Preceptor Verification of Clinical Hours folder to upload this form.
- **Clinical Site Evaluation-**to be completed in Typhon for each clinical site.
- **Evaluation of Preceptor-** to be completed in Typhon for each preceptor.

Student Responsibilities/Expectations

Students are required to:

- Abide by all the applicable rules of conduct and the academic guidelines that are included in the CU catalog and School of Nursing Graduate Student Handbook and other materials.
- Abide by all applicable agency rules of conduct, policies, procedures, and protocols with guidance from preceptor.
- Engage in nursing practice in accordance with institutional, professional, legal, and ethical guidelines.
- Ensure Preceptor/Clinical Documentation are completed, submitted and has been approved by faculty. Ensure that the preceptor license is in good standing with the state board. The student may then contact approved clinical preceptor and determine the schedule for the clinical experience, including days of week and hours per day.
- Review course requirements, course objectives, and personal objectives and goals with clinical faculty and preceptor.
- Provide preceptor with copies of (a) course syllabus (course objectives, student learning outcomes, and faculty contact information); (b) personal learning objectives; (c) course skills list (if required by course).
- Demonstrate professional clinical behaviors at all times as outlined in the Graduate Student Handbook including but not limited to: being on time and prepared for clinical, respect, honesty, flexible, confidentiality, motivation to learn, accountability for actions, corrective behaviors from feedback.
- Complete assignments and submit to course faculty on designated due dates.
- Participate in ongoing self-evaluation with feedback from faculty and preceptor.
- Demonstrate increasing competencies in assessment, management and presentation of patients to the clinical preceptor.
- Maintain appropriate clinical logs.
- Notify the clinical faculty and Clinical Placement Coordinator as early as possible of any difficulties experienced in the clinical rotation.
- Communicate regularly with your faculty member keeping them apprised of your clinical experiences and progress in meeting the clinical course objectives and competencies.
- Send preceptor a formal thank-you note or letter.
- Students are not allowed to begin ANY clinical experiences without a signed preceptor agreement form in hand. It is okay to have the document signed during the first clinical day but MUST be signed prior to any patient contact. Student forms can be entered or uploaded in Typhon.

- Students SHOULD NOT complete ANY clinical hours prior to the 1st day of the University start of the semester. It is up to the lead faculty if a student can complete clinical hours prior to the 1st day of class.
- Students must appear to clinical sites wearing business casual clothing and a white lab jacket with their Clemson student ID. Students must follow the dress code set in the Student Handbook. Students are discouraged from wearing scrubs to clinicals unless requested by the preceptor.
- Preceptor Verification of Hours (Time logs) should be completed and signed by the preceptor weekly to decrease the frequency of time discrepancies between the student and preceptor.
- Students **ARE NOT allowed to complete clinical hours in their place of employment**. It would be difficult for preceptors to objectively evaluate their co-workers.
- Students are not allowed to attend any clinical hours if their clinical requirements are not in compliance. Students must have documentation of CPR, PPD, current influenza and malpractice insurance at all times while in the program.

Clinical Faculty Responsibilities

Preceptor Expectations of Faculty:

- Communicate start date and time with preceptor/clinical site point of contact
- Identify preceptor's preferred method of communication
- Send documents related to the clinical course (welcome letter, preceptor handbook, clinical hours requirement, syllabus, course objectives, etc.) to preceptor/clinical site point of contact via mail or email
- Provide preceptor/clinical site point of contact with student's credentials and clinical clearance for paperwork
- Discuss course objectives, course requirements, student learning goals and clinical experience expectations with the preceptor
- Provide the contact number/information to the clinical faculty responsible for the student
- Discuss the purpose, frequency, length and number of site visits with the preceptor
- Offer face-to-face or online orientation opportunities to address adult learning/teaching strategies and effective preceptor approaches
- Assume primary responsibility for the student throughout the clinical experience
- Assess student's clinical skills, knowledge and competencies throughout clinical experience and assess for appropriate progression as it relates to course and clinical objectives
- Support students in connecting knowledge obtained in academic setting with their clinical experiences
- Review and confirm student clinical hours
- Engage in open communication with preceptor regarding student performance and learning progression related to course expectations and requirements
- Schedule virtual or face-to-face site visits
- Collect and review evaluation forms completed by the preceptor at intervals as outlined in course requirements
- Collect and review preceptor evaluation forms completed by the student
- Discuss evaluations with student providing constructive feedback on strengths, weaknesses, and a plan for improvement
- Initiate plans of remediation based on evaluations, if necessary and perform additional site visits
- Review final evaluation submitted by preceptor as outlined in the course
- Send preceptor and/or clinical site a thank you letter and/or token of appreciation, per program and/or university policy. Including but not limited to continuing education credits, adjunct faculty positions and/or access to school library resources.
- Provide preceptor with documentation of preceptorship for national certification renewal or dossier
- Provide preceptor with feedback about preceptorship performance based on student evaluations

Clinical Evaluation and Assessments

Nurse Practitioner Student Simulation

Clemson University's School of Nursing Nurse Practitioner Program is committed to preparing students to enter clinical practice with the confidence, competence, and critical thinking skills necessary to deliver safe, high-quality, person-centered care. A cornerstone of this preparation is our integration of simulation-based learning, which supports competency-based education by offering a supportive learning environment where students can practice clinical and procedural skills, make informed decisions, receive structured feedback, and gain familiarity with the advanced practice registered nurse role.

Throughout the program, all nurse practitioner students participate in structured simulation experiences and hands on APRN-specific procedure labs that are designed to enhance clinical judgment, procedural skill proficiency, and readiness for practice in the outpatient clinical setting. These experiences may include the use of high- and low-fidelity simulators, task trainers, standardized patients, and other advanced healthcare technologies, such as ventriloscopes and telehealth equipment. Each clinical course in the NP program has tailored simulation experiences to submerge students into a variety of clinical learning situations and conditions they have learned about in class that are appropriate for their learning level.

As part of our program's competency-based assessment model, students are required to complete **Objective Structured Clinical Examinations (OSCEs)**—standardized, performance-based assessments that evaluate clinical reasoning, communication, and procedural skills in realistic outpatient scenarios. Simulation and OSCEs help bridge the gap between academic learning and real-world clinical practice by allowing students to apply knowledge in a controlled environment, build confidence, and demonstrate mastery of essential competencies. This examination is timed. It is considered a violation of academic integrity to share any information provided during the OSCE with other students (this includes but is not limited to patient chart information, written notes, prebriefing, or debriefing information).

Our simulation curriculum is guided by national nursing education standards, including the AACN Essentials (2021), which promote outcomes-focused learning; the INACSL Standards of Best Practice: Simulation®, which ensure high-quality simulation design and implementation; and the NONPF Core Competencies, which define the skills required for advanced nursing practice. Through simulation and OSCEs, we aim for learners to be better equipped to transition into professional roles with the skills, judgment, and readiness required to provide safe and effective care across diverse clinical settings.

Nurse Practitioner Student Open Lab Practice

Scheduled independent practice labs are available for all NP clinical courses. Lab and office hours vary each academic semester and are based on course needs. Practice lab sessions are coordinated by the NP Simulation Coordinator and Simulation Lab Manager at CU Nursing. Dates and times are provided in each course's syllabus. While every effort is made to ensure adequate practice time prior to an OSCE, availability may be affected by factors such as University closures, weather events, or holidays. Students having difficulty with a skill or clinical decision making are encouraged to contact their lead/clinical faculty and the NP Simulation Coordinator for further discussion.

The School of Nursing NP student dress code is required for all practice, remediation, and retesting sessions.

Clinical Learning Center (CLC) – Simulation Laboratory

Mission Statement

We believe that every individual participating in simulation activities is intelligent, capable, motivated to do their best, and committed to continuous improvement. Our mission is to provide nursing students and faculty with a state-of-the-art, research-driven clinical practice environment that:

- Fosters critical thinking
- Enhance clinical competency and confidence
- Promotes interdisciplinary collaboration
- Supports evidence-based nursing education

We are guided by the following core values in all aspects of our simulation-based education and training:

1. **Integrity**
   We uphold the highest standards of honesty, fairness, and ethical conduct. We commit to transparency regarding the limitations of simulation activities and honor the privacy and dignity of all participants.
2. **Transparency**
   We follow INACSL and SSH standards and communicate the objectives of each simulation clearly.
3. **Mutual Respect**
   We value the rights, dignity, and contributions of every individual. We practice empathy and compassion, foster diversity and inclusion, and ensure a safe and respectful environment for all participants.
4. **Professionalism**
   We maintain the highest levels of competence, conduct, and continuous improvement. We are dedicated to excellence in nursing simulation and uphold professional standards in all our activities.
5. **Accountability**
   We strive for accuracy, reliability, and reflective practice in every aspect of simulation-based education. Everyone is responsible for their own actions, decisions, or errors
6. **Results Orientation**
   Our simulation practices are focused on measurable improvements in learning, performance, and safety to improve patient care.

To put these values into practice, we:

- Integrate ethical considerations into the design and delivery of all simulation activities
- Provide ongoing faculty development to ensure professionalism and accountability
- Conduct evaluations and collect data to assess outcomes and continuously improve results
- Create inclusive environments where all learners feel respected and supported
- Ensure transparency in communication, objectives, and expectations
- Prioritize learner safety and psychological well-being throughout the simulation process

Simulation Lab Consents and Expectations

- The Simulation Laboratory utilizes videography, recording, and photography for educational purposes, including livestreaming, debriefing, competency review, and training. Students must sign the **Authorization for Use of Photographic Image/Video/Voice Recording** consent form prior to using the Simulation Lab each semester.
- Additionally, all students must sign the **Simulation Lab Agreement**, which outlines the following expectations:
  - Maintain confidentiality of all simulation scenarios and related activities.
  - Use equipment and supplies responsibly and professionally.
  - Follow all safety protocols.
  - Cell phones are not permitted in the lab.
  - Demonstrate professionalism in attire, communication, and clinical behavior.
  - Fidelity (realism) of simulation scenarios must always be respected.

Students with questions or concerns regarding these policies or those requesting simulation accommodation related to the consent forms or otherwise should contact the Associate Director of Simulation. The School of Nursing is committed to supporting individual needs and will coordinate with University leadership as appropriate.

Associate Director of Simulation: Kimberly Kamp Hill | kkamp@clemson.edu | 864-656-1878

Clinical Evaluation Process

1. If the student's performance is unsatisfactory on any given clinical day, the clinical preceptor will initiate an informal conference with the student regarding their performance. This informal conference will provide the student with constructive feedback to assist them in on-going improvement in clinical practice.
2. Should the student's performance continue to be unsatisfactory, the clinical preceptor will notify clinical faculty. The clinical faculty member will perform a site visit. Clinical faculty will assist lead teacher and student success coordinator in formulating a written Performance Improvement Plan that will identify areas of concern and behaviors necessary to correct these deficiencies. This process will be completed by mid-semester, if possible, so the student has time to improve.
3. If at any time, concerns or questions remain about the student's performance, the student may be required to come to the School of Nursing for direct faculty observation.
4. The Student Success Coordinator and Program Coordinator will receive a copy of the Performance Improvement Plan. A copy of the written Performance Improvement Plan and any follow-ups will also be placed in the student's record.
5. If the conditions of the Performance Improvement Plan are not met by the student by the last clinical day, the student's clinical performance will be unsatisfactory on the final evaluation and the student will receive a failing grade.
6. At any time if a student's clinical performance in a clinical course indicates an inability to perform at a safe and/or professional level of practice, the clinical faculty and clinical preceptor, in consultation with the course faculty, will assign a failing grade regardless of the point in time such a decision is made. In such case, the student will be ineligible to continue in the course.
7. If midterm and/or final evaluations indicate clinical competencies are not being met clinical faculty or student success coordinator will perform an additional in-person site visit. The faculty member will observe the student and preceptor with a minimum of 2 patients. If it is confirmed by faculty that clinical competencies are not being met, students may be required to obtain additional clinical hours and/or additional training as determined by the clinical faculty.
8. If a student does not provide a midterm evaluation after approximately half their clinical hours are completed, they may not count any hours obtained past this midterm due date. Final evaluations must be presented when all clinical hours are complete in order to receive a final course grade.
9. A midterm and final evaluation must be completed by the primary preceptor. If the student has multiple preceptors, then the preceptor providing over 75% of hours should complete the evaluations. If the hours completed are less than 75%, then each preceptor must provide one evaluation each that is provided to the student during midterm and final evaluation due dates.
10. In order to receive a final course grade, all clinical requirements must be turned in as directed by course faculty including a log of Preceptor Verification of Hours.

Performance Improvement Plan

The Performance Improvement Plan may be initiated by faculty at any time during the semester. Standards and behaviors essential to developing a professional role as an Advanced Practice Nurse are outlined in the School of Nursing Graduate Handbook, Clinical Handbook and Course Syllabi. Adherence to such standards and behavior are absolutely critical, therefore, expectations remain constant in every classroom and clinical experience throughout the program. This Performance Improvement Plan is established for the purpose of assisting the student in transforming specific, identified behaviors impeding your successful progress through the Graduate program. The student will work with course faculty, Student Success Coordinator and Program Coordinator. Failure to meet the terms outlined in the Performance Improvement Plan (may or will) result in course failure and/or dismissal from the program.

Faculty Site Visits

Site visits by clinical faculty are **mandatory** and will occur at least once per semester for each clinical course. Site visits should occur by mid-semester between weeks 5 and 8 or once 30-45 hours have been completed. In person site visits are required for new sites or new preceptors (taking a student for the first time). Depending on the individual situation (if extenuating circumstances are present), evaluation may be conducted by videoconferencing via a HIPAA Compliance Office approved platform (Zoom). Additional site visits, phone calls, and/or videoconference sessions may be necessary and are at the faculty's discretion and/or by request from the preceptor. If the decision is made to utilize virtual site visit platform, a consent form will need to be signed by the patient. See Canvas for applicable forms.

If, during the course of the site visit, the student's behavior, performance, punctuality, or professionalism is found to be unsatisfactory, the student will be required to work with faculty in the completion of a Performance Improvement Plan. Failure to meet the specifications outlined in the Performance Improvement Plan may result in a failing grade and/or overall failure in the clinical course.

If a student completes clinical hours prior to setting up and participating in a site visit, the student will have to complete additional hours to satisfy this requirement.

Problem/Conflict Management

The potential for conflict and disagreement in interpersonal relationships is common and should be anticipated. In the clinical setting, preceptors are under pressure to be productive which may constrain time that can be fully devoted to teaching. Other factors, such as level, ability, communication style and motivation of the student coupled with the uniqueness of the preceptor's client load can provide fertile ground for conflict. It is the student, preceptor and faculty's responsibility to use the appropriate resources for problem-solving while optimizing learning experiences. Intervention strategies for conflict resolution are dependent upon the urgency of the matter. In instances where an immediate response is needed, the clinical faculty should be notified first. If there is no response, then notification of either the course faculty and/or the program coordinator should be done immediately.

If students do not maintain satisfactory clinical standing at any time during the semester, the FNP Performance Improvement Plan will be followed to determine the needed action. Students must receive a satisfactory evaluation from the CU SON faculty to successfully pass any clinical course, independent of the students' overall didactic grades.

Preceptor Guidelines

A preceptor guides the student's clinical learning experience while acting as a role model, resource, and mentor.

Faculty Expectations of Preceptor

- Review NP program policies regarding student placement guidelines
- Communicate start date and time with student
- Review documents related to the clinical course (welcome letter, clinical hours requirement, syllabus, course objectives, etc.) and clarify if needed
- Review Family Educational Rights and Privacy Act (FERPA)
- Orient students to clinical site, clinical site policies, EHR and clinical team prior to student's patient experiences
- Discuss course objectives, course requirements, student learning goals and clinical experience expectations with the student
- Discuss with student his/her background/experience
- Outline appropriate tasks, patient cases and caseload for each clinical day
- Establish plan for student progression from observing to conducting visits with minimal intervention
- Model clinical skills and professional/ethical behaviors
- Be present to observe all student clinical activities
- Include student as a pertinent part of the healthcare team and encourage interprofessional collaboration between student and other team members
- Encourage learning using direct questioning methods and allowing reflection on feedback
- Verify student clinical hours

- Guide, counsel and encourage active student learning through clinical experiences
- Communicate to faculty pertinent feedback regarding student performance and learning progression related to course expectations and requirements
- Be available for virtual or face-to-face site visits
- Complete appropriate evaluation forms at intervals outlined in course requirements
- Discuss evaluations with student providing constructive feedback on strengths, weaknesses and plans for improvement
- Participate in faculty-initiated plans for remediation if necessary
- Submit all documents as outlined in the course.

Benefits of Being a Preceptor

- Tax benefits are eligible only to preceptors that are not currently receiving monetary reimbursement from their institution. Please review facility specific guidelines regarding compensation. Clemson University School of Nursing does not provide any monetary reimbursement. Current Tax Year Form
- Contact Hours for National Re-Certification: Precepting counts towards your contact hours for certification. The clinical faculty member will complete the documentation to verify the contact hours if needed. You will receive a certificate when the current semester is complete via email with official documentation of hours precepted.
- Adjunct Faculty or Graduate Faculty Status Appointment-If you become a regular preceptor for our students, you may be invited to an Adjunct Faculty Appointment.
- Preceptors are provided a subscription to AHEC-U which provides contact hours in webinar formats and includes content on teaching strategies and other educational information useful in both didactic/clinical settings. Clinical faculty will include the applicable code in their introductory email.

Tips for Being a Preceptor

- National Organization of Nurse Practitioner Facilities Preceptor Portal

Typhon (Clinical Documentation) Requirements

Typhon is a requirement for the clinical portion of all clinical labs. Preceptors are not responsible for any information uploaded into Typhon. This tracking system will be monitored by Clemson faculty. Typhon is the system used by The School of Nursing to verify that students have met the requirements for the clinical portion of a course. Typhon is also used to clear students to take the national certification examinations. Failure to submit the completed Typhon logs by the due dates will result in an **unsuccessful grade** for the clinical portion of the course. **An unsuccessful grade will require a student to repeat the entire course and not being able to progress to the next semester**. **All Typhon logs are due by the Friday before grades are due at 5pm to be counted for the semester. The faculty must have time to grade them and post grades to iRoar by the due date**

All clinical hours are also documented as shift time. For simulation hours, shift time and simulation should be entered as the same number. As an example, if student completed 2.5 hours of simulation, they will also enter 2.5 hours of shift time.

Typhon has a **72-hour lockout**. If a student does not complete logs *within 72 hours of the scheduled clinical day*, hours will not count and must be repeated. **The 72-hour lock-out will not be extended for those missing the deadline**. Expedient documentation is required in a practice. Otherwise, the facility is not paid by the insurance company and there is a loss of revenue. Loss of revenue means loss of jobs! All Typhon logs must be completed before final course grade will be submitted.

If a preceptor or clinical site is not found in Typhon, students may follow the directions below:
- Complete preceptor request in Typhon.
- When looking at the drop-down list of preceptors in Typhon, students will need to click request addition next to the drop menu. This will allow the student to fill in the required information. Students will receive an email when their preceptor is added.
- Students may not request a preceptor or site to be added unless they have submitted the Preceptor Agreement to their lead faculty. This will be confirmed before the preceptor or site is added.
- Have patience as the preceptor information is not automatically entered. All are aware of the 72-hour lock-out so don't wait until the last minute to submit this request.

Typhon Tracking Logs - Information and FAQs

All hours need to be logged in the shift hours. These are the hours at the clinic whether seeing a patient, charting, discussing cases with preceptor, or completing other activities. Logs should then indicate number of simulation and observation hours. See course syllabi for required minimum clinical shifts hours (90- 270/course). Course required hours totaling a minimum of 675 hours must be completed before being cleared for graduation. Simulation and observation hours are included in the shift hours. All patients seen during the clinical rotation should be correlated with a Typhon case entry.

1. **Is Typhon Database log required in each clinical course?**
Yes. The following clinical courses require TYPHON – N8210, N8190, N8200, N8220, and N8230/8240.
2. **What is the URL for the LOGIN screen?**
https://www3.typhongroup.net/np/data/login.asp?facility=
3. **What is the Account Number for Student Data Entry Login?**
The account number is 3029.
4. **Are the log in username & password case sensitive?**
Yes. The username & passwords are case sensitive.
5. **Which ICD & CPT codes are used in Typhon?**
2016 ICD-10 & CPT codes are now in use with Typhon. You can also include up to 3 digits after the decimal for ICD-10 codes.
6. **Do I log my clinical time as well as patient data into Typhon?**
Yes, you do log your clinical hours (shift hours) into Typhon. You access "My Time Logs" under "Other Activities & Reports."
7. **Is there a blank case worksheet that I can print off and take to clinical?**
Yes, there is a blank case worksheet that you can print off to take to clinical. Under the Information & Setup Section, you will see Downloads – Blank Case Log Worksheet.
8. **What is the first step I should take if entering a new patient into the system?**

Go to "1 – Case Log Management" and click on Add New Case Log to start a new patient data entry. After clicking on the link, you will be prompted to select the Date of Encounter – Please use the date of your clinical.

9. **What is the Case ID#?**

The ID # is a distinct number given to each patient data entry that is logged.

10. **Can I just log in a brief entry of the patient and go back to the Case ID # to complete the rest of the items later?**

Yes, you can place some partial information into Typhon and return to the Case ID# to complete documentation. You have 90 days from the index entry to place the remaining information. However, some of the APRN courses require you to document into Typhon weekly. Check the syllabus for individual course requirements.

11**. I do not understand ICD-10 and CPT-Codes well enough to list into Typhon. Is there a resource available in Typhon that would be helpful?**

Yes, there is a link within the Information & Setup called – Most Common ICD/CPT Codes that breaks down the list into specialties, such as FNP/ACNP/etc. However, the list is still very robust, but this is the nature of ICD-10s & CPT Codes. Be patient with yourself and work with your clinical preceptor to become familiar with these codes.

12. **Do I log my simulation deliberate practice hours into Typhon? Do I log my simulation check off into Typhon? Do I log my time with Harvey into Typhon?**

Yes, you will log your simulation deliberate practice hours into Typhon. No, you do not log the time allotted for simulation check off into Typhon.

13. **How can I delete a case log if I made an error?**

At the lower right-hand side of the Case Log screen, there is "DELETE THIS CASE LOG". Once the faculty member has reviewed your case and approved, you will not be able to delete the case.

14. **What do I add in the Clinical Notes?**

The Clinical Notes portion of the patient case log will vary by APRN Course. This information is evolving and forthcoming as our program becomes more comfort with the robustness of Typhon.

Typhon Requirements for each student include:

1. Complete the Typhon tutorial in advance of the first clinical course. https://www.typhongroup.net/ (you can also review the Typhon Training).
2. Complete all drop-down boxes for each patient encounter.
3. Be aware of differences between ICD-10 vs. CPT codes (see Billing, Coding and Compliance Information Sheet
4. Under the student participation section of Typhon:
   Primary = greater than 50% effort by student
   Shared = 50-50 equal student-preceptor effort
   Less than shared = less than 50% effort
   *The student should advance steadily from Less than Shared visits to Shared visits. It is expected that 90% of student-patient contacts will be Primary visits by the end of the program.
5. Complete Typhon logs within 72 hours of the scheduled clinical day. If this does not occur, the clinical day will need to be made up by the student.
6. Each day of attendance requires verification with the preceptor's signature. LINK to form
7. For documentation, "Patient Time" must equal your "Shift Time".
8. Review Clinical Graphics Report (Typhon graphical pie chart) to ensure a wide range of demographics and diagnoses are seen during the semester in order to develop learning objectives for clinic. This should be done at mid-semester and near end of semester and reviewed with the student's clinical faculty.
9. The total number of clinical hours will be reviewed and confirmed during mid-semester and final evaluations with your preceptor. The preceptor will be asked to confirm this on their Typhon student evaluation form.

Clinical Notes Section

Falsifying documentation related to clinical experiences (submitting the same patient experience in more than one course, fabrication of patient data, etc.) or related to completion of clinical hours (such as falsifying arrival and departure times) is prohibited. Students who falsify documentation related to clinical experience and/or the completion of clinical hours are subject to disciplinary action as described in the CU Code of Conduct