School of Nursing

College of Behavioral, Social and Health Sciences

DOCTOR OF NURSING PRACTICE (DNP)

&

MASTER'S STUDENT HANDBOOK

2025-2026

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Section I: The School of Nursing

Welcome!

We want for you to have a challenging, rewarding and enriching educational experience with us.

Clemson's School of Nursing offers the following graduate options:

- Post Master's Doctor of Nursing Practice (MS DNP)
- Post Baccalaureate Doctor of Nursing Practice (BS DNP) with a focus in; Family Nurse Practitioner (FNP), Adult Gerontology Nurse Practitioner (AGNP), Health Systems Leadership (HSL) or Pediatric Nurse Practitioner (PNP)
- Master of Science, Major in Nursing (MSN) with a focus in; Family Nurse Practitioner (MS FNP), Adult/Gerontology Nurse Practitioner (MS AGNP), and Nursing Education (Edu)

This handbook is a supplement to the current Clemson University Graduate Handbook. The Graduate Handbook is an important source of information about academic policies and should be referred to whenever you have questions. The faculty and staff will assume that you are familiar with this information, so please take a few minutes of your time to locate and review the Graduate Handbook as well as the Graduate School webpages. Best wishes in your studies at the School of Nursing and Clemson University!

-School of Nursing Faculty and Staff-

CBSHS Important Contacts

College and School Leadership

- **Dr. Leslie Hossfeld**, Dean, College of Behavioral, Social and Health Sciences, hossfe@clemson.edu
- **Dr. John Whitcomb**, Director and Chief Academic Nursing Officer, School of Nursing jwhitco@clemson.edu
- **Dr. Lucia Gonzales**, Associate Director of Research, School of Nursing luciag@clemson.edu

School of Nursing Program Directors

- **Dr. Lisa Miller**, Director for Graduate Programs, millelb@clemson.edu
- **Dr. Leslie Ravan**, Director for Undergraduate Programs, wagner3@clemson.edu

Track Coordinators

- **Dr. Charlotte Branyon,** FNP Program Coordinator, cbranyo@clemson.edu
- **Dr. Jennifer Hall**, AGNP/Nurse Educator/HSL and Post-Master's DNP Program Coordinator, jnicho2@clemson.edu
- **Dr. Heide Temples,** PNP Program Coordinator, heidet@clemson.edu
- **Dr. Sara Sarasua,** Healthcare Genetics, PhD Program Coordinator smsaras@clemson.edu
- **Mrs. Jenna Bishop,** Student Success and Graduate Clinical Coordinator jbergum@clemson.edu

Support Staff

- **Mrs. Ellen Chiles**, Graduate Student Service Program Coordinator (PhD, DNP, MS), achiles@clemson.edu
- **Mr. Ben Card**, Lead IT Consultant, ecard@clemson.edu
- **Mr. John Williams**, IT Consultant, jkw4@clemson.edu
- **Mr. Rob Atkinson**, Administrative Operations Manager, raatkins@clemson.edu

Additional Contacts

- **Ms. Sally Smith**, Health Science Librarian, sally2@clemson.edu
- **Mr. Mike Namaranian**, CU Bookstore, mnamar@clemson.edu
- **Clemson Computing and Information Technology (CCIT)**, 864-656-3494, ithelp@clemson.edu

School of Nursing Doctorally Prepared Faculty

For a current listing of PhD and DNP prepared faculty who are eligible to serve on dissertation and project committees click here.

The School of Nursing Overview

The School of Nursing is an integral part of Clemson University, a land grant, state supported institution of higher learning. The school is committed to the purposes of the university which are teaching, research and service to the people of South Carolina, the nation and the world. The goal of Clemson University School of Nursing is to prepare nurses for professional practice and leadership, and to advance nursing knowledge. More information about the School of Nursing's mission, vision and goals can be found on the School of Nursing website.

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

The School of Nursing contributes to the improvement of the health and quality of life of South Carolinians through its related activities in teaching, research and service. The School of Nursing is led by Dr. John Whitcomb, Director and Chief Academic Nursing Officer, who is responsible for the Bachelor of Science in Nursing, Master of Science in Nursing, Doctor of Nursing Practice, and Interdisciplinary PhD in Healthcare Genetics programs.

The College of Behavioral, Social and Health Sciences (CBSHS) is headed by Dr. Leslie Hossfeld, Dean. The College of Behavioral, Social and Health Sciences is comprised of seven degree-granting units: School of Nursing, Department of Communication, Department of Parks, Recreation & Tourism Management, Department of Public Health Sciences, Department of Psychology, Department of Political Science, and Department of Sociology, Anthropology and Criminal Justice.

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.

The School of Nursing 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.

Notice of Non-Discrimination

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, childbirth or related medical conditions, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972.

Student Accessibility Services

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Class of 1956 Academic Success Center building. Appointments are strongly encouraged. Drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here.

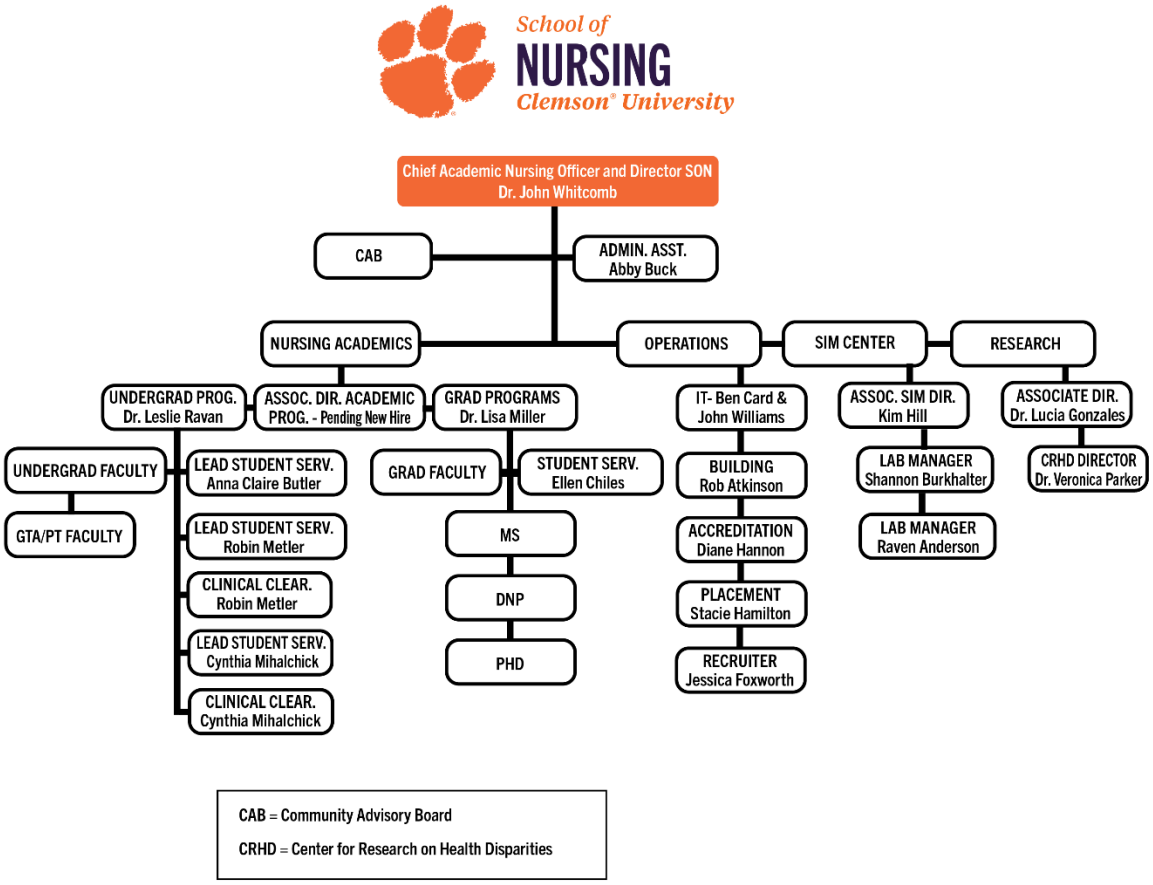
International Students

International Services, within the Office of Global Engagement, exists to ensure all international students, scholars, faculty, and staff feel welcome at Clemson University. International students must first be aware of and stay updated on policies for their home countries regarding Visas and other requirements. Students should be maintaining contact with their advisor in International Services regarding changes to matriculation plans, leave of absence, etc. Students should also understand policies and procedures related to their international status through the Graduate School.

Civility Statement

Students at Clemson University School of Nursing are expected to demonstrate professional conduct in both the clinical and classroom settings. Students will demonstrate professional conduct by maintaining respectful, constructive verbal and non-verbal interactions and written communication with faculty, peers, staff, and clinical agency personnel

The School of Nursing Organizational Chart



Section II: School of Nursing Graduate Program Policies and Procedures

Admission and Continued 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.

Program Policies

Advisement

Upon acceptance to the graduate program all students are assigned to their Program Coordinator as an advisor who will develop the student's program plan of study. All masters and doctoral students will be assigned to a Chair/Project Lead for their Final Oral Comprehensive Examination or DNP Project. (S)he will be a member of the SON faculty who is Doctorally prepared and holds a full-time regular faculty appointment in the School of Nursing.

The Graduate Student Services Coordinator and the Program Coordinators will assist students with ongoing advisement throughout the program and the program plan of study.

Grading

Grade Scale (Unless otherwise posted in course syllabi)

A = 90 – 100
B = 80 – 89
F = 75 or Below (no credit)

Assignments submitted for grading may not be re-submitted in the same or subsequent courses. All work must be original for each course (including repeat courses).

Final Examinations in Clinical Management Courses:

All final examinations in clinical management courses are cumulative and worth 30-35% of the course grade. Percentage of grade for final exams for nursing courses that do not have a clinical component are at the discretion of the faculty member responsible for the course.

Program Progression

MS and DNP Nursing course grades are determined by the numerical score earned in the classroom and a Pass/Fail in the clinical laboratory. To pass the course, a student must earn a minimum of 75.0 or higher in the didactic class and a Pass (P) in the clinical laboratory. Progression through the program is systematic (based on the student's Plan of Study) and successful completion of courses is required to progress to the subsequent semesters.

Students must achieve a **minimum grade of 75.0** before any grade may be "rounded up." For example, 74.9 does not round up to 75. After the student has achieved a minimum grade of 75, the choice to round up lies with the faculty member in charge of the course. Extra Credit may be given at the discretion of the faculty to all students in a course; however, extra credit may not bring any student's average to a passing level. Students must maintain a 3.0 GPA, or they will be placed on Academic Probation as per Graduate School policies.

Students may repeat one graduate nursing course only. Withdrawing from a course constitutes one attempt (excluding medical withdrawal). Students who are unsuccessful in a second nursing course are not eligible to continue in the program.

Dropping a Course

Please discuss with the Program Coordinator before dropping any classes through iROAR. This may have implications for graduation. A Leave of Absence (policy link later in this handbook) may be applicable. It is the students' responsibility to follow through with the implications of dropping a course with the Graduate School. Classes that are not dropped become incomplete and later convert to an F. Please see graduate announcements for deadlines.

Minimum Credit Hour Requirements for GTAs and Full-time Students

Students holding an assistantship and full-time students must be enrolled for at least 9 academic credits (summer = 6 credit hours). Students who are part-time must be registered for at least 6 credit hours. Any students who are registered for less than the required credit hours may take NURS 8790: Special Topics for up to 3 credit hours per semester. Contact the Financial Aid Office for questions 864-656-2280 or finaid@clemson.edu .

Academic Probation

At the end of each semester (fall, spring, and summer), Program Coordinators and Department Chairs receive an email from the Graduate School notifying them of the students in their programs who have been placed on academic probation due to their cumulative GPA falling below a 3.0.

Students on academic probation are required to complete the GSPS – Graduate Student Plan for Success form with their advisor before they register for the next term. This form must be signed by the student, advisor, and program coordinator. Students who do not submit this form will have a registration hold placed on their accounts by the Graduate School. The GSPS form is meant to facilitate a conversation between students and their advisors about how the student will improve their GPA and the advisor will support them and document a tangible plan.

Dismissals

Program faculty may recommend dismissal of students on academic probation to the Graduate School for failure to maintain satisfactory academic progress. If programs want to dismiss students, they must send the recommendation with a rationale to the Associate Dean for Academic and Student Affairs via email. The Dean of the Graduate School ultimately dismisses students. Dismissal recommendations after the students' first semester of the graduate program are not recommended as the Graduate School recognizes there are many challenges associated with beginning graduate education. Post first-term recommendations will be reviewed with more scrutiny and may or may not result in dismissal.

The Graduate School may also initiate dismissal based upon the student's overall academic performance record (e.g., multiple terms on academic probation). In such cases, Program Coordinators and Department Chairs will receive an email from the Associate Dean for Academic and Student Affairs notifying them of the Graduate School's recommendation for dismissal. Our goal is to work collaboratively and reach a mutual understanding between the Graduate School and graduate programs to ensure students who are dismissed for academic probation purposes are highly unlikely to make satisfactory academic progress within a reasonable time.

Official student dismissal notices are communicated by the Graduate School to the student, Program Coordinator, Department Chairs, and Enrolled Student Services. Dismissals based on failure to maintain satisfactory academic progress happen at the end of an academic term.

Graduate School forms can be found here.

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.

Guidelines for Expressing Student Concerns

Graduate students who have concerns about the program, courses, or grading should follow the process outlined for expressing student concerns. Students will initially approach the course faculty with concerns. If unresolved, the concern should be taken to the Program Coordinator for your plan of study, who will confer with the faculty and student to resolve the issue. Resolution may also involve the Director of Graduate Programs. If unresolved, the student may then take the issue to the SON Director. If unresolved, the concern may be taken to the Dean of the College. The University Ombudsman Office may be a resource for you during this time. The academic grievance policy and procedures can be found here.

Ombudsman

The ombudsman is an independent, confidential resource who provides assistance to faculty, graduate students, and postdoctoral students in resolving problems, complaints, and conflicts when normal procedures have not worked satisfactorily. The Ombudsman's Office is available to graduate students who:

- need guidance in resolving a problem or a concern relating to the University;
- need information about policies or procedures;
- need someone to mediate between individuals or within the University;
- feel the University has made an error in a particular case;
- feel they have been victims of harassment or discrimination;
- are unsure about which University policies, procedures, or regulations apply to a given situation;
- have specific academic problems that cannot be resolved by following regular University procedures;
- feel they have been unfairly treated;
- have a problem that requires someone to negotiate a solution or to help facilitate communication between parties; and/or feel that a university policy, procedure, or regulation has been applied unfairly or erroneously.

Disruptive Classroom Behavior or Disorderly Conduct

Students are expected to conduct themselves in a professional manner in all classroom and research settings.
See the Clemson University Classroom Behavior Policy here.
Nursing graduate students will:

- Conduct themselves as nursing professionals and representatives of Clemson University at all times;
- Arrive at least 5 minutes prior to the class starting time and at least 15 minutes prior to the clinical experience starting time;
- Prepare in advance for class/clinical/research experiences and review learning afterward;
- Use technology, e.g. laptop computers and PDAs, for class/clinical use only; and personal messages during class/clinical experiences are permitted only for illness, accident, or emergency;
- As a common courtesy to everyone in class, cellular telephones and any other communication or messaging devices should be turned off or placed on vibration mode during class time; online chatting, surfing and other non-class related laptop activities are prohibited.;
- Allowance for mobile apps approved by faculty (e.g. Epocrates); and,
- Communicate respectfully (both verbally and in writing).

Netiquette and Civility

The following are guidelines for communication in all School of Nursing online courses. Always be aware that with online communication the reader cannot see body language or hear voice tone. All communication to and from students must go through their Clemson University email address. If a message is sent from another email address, the faculty will either ignore the mail or return it with instructions to send through the Clemson University email system.

- Be clear
  - Make sure the subject line (email) or title (webpage) reflects content.
  - Use proper spelling, grammar, and punctuation and avoid abbreviations, unless they are commonly used.
- Use appropriate language
  - If you have a question as to whether or not your message is too emotional, do not send it, save it and review it later.
  - Do not use all capital letters. This signifies yelling in on-line communication.
  - Humor and sarcasm may easily be misinterpreted as well, so try to be as matter of fact and professional as possible.
  - Avoid any inappropriate comments regarding race, gender, age, religion, or sexual orientation. These will be considered unacceptable and subject to the same disciplinary action as if in any other classroom.
  - Emoticons are frequently used to help show the emotion behind comments, but excessive use should be avoided.
- Be brief
  - If your message is short people are more likely to read it.
  - Keep sentences brief and on point so that readers do not miss the point of the statement because of a lot of 'fluff'.
- Make a good impression
  - Your words and content represent you. Proofread before sending.
- Be selective on information
  - Remember that the internet is public and can be seen by anyone, including criminals.
- Remember you are not anonymous
  - What you write in an email and website can be traced back to you.
- Consider others
  - Forgive bad spelling and offensive remarks of others. They may not have intended for them to appear offensive and may be new at on-line communication.
  - Consider other's feelings when writing.
  - Remember that the recipient is a human being whose culture and language come from different backgrounds.
  - Remember that perceptions vary by person and things may not be read as intended.
  - Never use offensive language.
  - Avoid humor and sarcasm. They often rely on facial expressions so in on-line writing they may appear as offensive.
- Be forgiving of others
  - If someone writes something you find offensive report it to the faculty. It most likely was not intended to be offensive and could be cleared up by the faculty.
- Think before you send
  - Remember that once you hit 'enter' or 'send' the communication cannot be retrieved.
  - Always speak it like it will be heard and write it like it will be seen.
- Test message for clarity
  - Messages may seem very clear to the writer but not be clear to the reader. Check for clarity by reading the message out loud to see if it flows clearly and smoothly or have a friend proofread the message for you.
- An Online Classroom is Still a Classroom
  - Always treat others, as you would like to be treated.
- Email Communication with Faculty
  - Treat it like a business letter. Include an informative subject line.
  - Avoid greetings like "Hey" or using the faculty's first name.
  - Briefly state the reason for the email.
  - If you are addressing a concern, suggest a solution and be considerate of how your solution might create additional work for the professor. Remember they get many emails daily.
  - Write professionally.
  - Ask yourself why you are sending an email message and if this is something that could easily be checked by asking a friend/classmate, looking at the syllabus, or reviewing the student handbook.
  - Read over the message for spelling, clarity and flow.
  - Allow 48 business hours for a response (and more in the summer as faculty do not work full time in the summer).
  - Once a reply has been received, acknowledge it. A simple thank you is fine.

School of Nursing Social Media Policy: *Adapted from White Paper: A Nurse's Guide to the Use of social media;2011, p. 3; National Council of State Boards of Nursing*

Awareness and caution are required to avoid inadvertently disclosing confidential or private information about patients. All Clemson University School of Nursing students are expected to comply with the following requirements related to the use of social media:

- First and foremost, nurses and nursing students must recognize that they have ethical and legal obligations to maintain patient privacy and confidentiality at all times.
- Students are strictly prohibited from transmitting by way of any electronic media any patient-related or facility related information and/or images. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship or within your clinical facility with anyone.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. This includes any information about the patient: name, address, age, gender, diagnosis, room number, admission date, discharge date, date of birth or death, date of care, or anything else. NO PATIENT OR FACILIITY RELATED INFORMATION CAN BE POSTED ON SOCIAL MEDIA!! Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Never refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones
- Maintain professional boundaries in the use of electronic media. As with in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Do not post any information regarding work related issues. Do not even post seemingly innocuous information such as "It was a busy day". Such information could be used in a lawsuit to imply various things about the work environment.
- Promptly report any identified breach of confidentiality or privacy to your instructor and lead teacher.
- Be aware of and comply with facility policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments. DO NOT POST ANY INFORMATION WITH REFERENCE TO YOUR SPECIFIC CLINICAL EXPERIENCE.
- Do not post content or otherwise speak about employer or facility.

<u>Summary of CU SON Social Media Policy</u>: Do not post any clinical, patient, or facility related information on any social media. Doing so will result in disciplinary action, up to and including dismissal from the clinical, school of nursing and/or Clemson University.

Policy for Use of Personal Digital Devices in the Clinical Area

Personal digital devices (PDD's), including phones, tablets, laptops, or other digital devices, are to be used in the clinical areas only as approved in advance and directed by faculty. Their use is primarily to access clinical support applications that have been stored on the device. Use of portable electronic devices in clinical is regulated by the clinical agencies, local, state, and federal regulations and laws and by the School of Nursing. All students are fully responsible for following all regulations of the Health Insurance Portability and Accountability Act (HIPAA) guidelines and for following HIPAA guidelines when using their PPD's in the clinical or other settings.

- No personal health identifiers (PHI) can be entered into the device. All personal health identifiers must be removed from any patient data collected by students on PPD's. Students are fully responsible to ensure that they adhere to all HIPAA regulations at all times. This includes proper management of confidential client information.
- All telephone and camera functions must be disabled during clinical and lab sessions by placing devices in "Airplane" mode. With the exception of instructor approved activities, ALL PHONES WILL REMAIN ON AIRPLANE MODE in the clinical area. Students must adhere to professional standards for all communications, including maintaining confidentiality, proper conduct of communication, and communicating appropriate material.
- Using the device for personal, non-school related functions is strictly prohibited. Inappropriate use or violation of HIPAA guidelines may result in dismissal from the clinical, the School of Nursing and/or Clemson University. Inappropriate use includes making or receiving personal calls while in the clinical area, sending or receiving personal texts while in the clinical area, accessing any non-clinical related websites while in the clinical area, taking pictures during clinical, or recording any PHI on the device.
- Students should only use the personal digital device in areas designated by the instructor in compliance with institutional policy
- Infection control precautions must be maintained when using personal devices in patient care areas (See Personal Digital Device Infection Control below).
- All students will sign the CU SON electronic compliance form indicating that they have read and understood these policies. This form will be placed in each student's file.

Personal Digital Device Infection Control

- Wash hands before using handheld device.
- Do not handle device with contaminated gloves.
- Wipe down handheld device using solutions recommended by manufacturer and approved by the institution.
- Avoid placing device on surfaces that can possibly contaminate device, such as bedside tables or patients' beds.
- Avoid taking devices into isolation rooms.
- The risk for transmission of organisms is not only to your patients, but also to yourself and your family and friends.

Summary

- Protected Health Information (PHI) cannot be entered into the digital device. All patient related information is protected.
- Phones must be in Airplane mode while in clinical.
- Pictures cannot be taken in the clinical setting.
- The usage of personal cell phone functions, including personal text messaging, personal calls, or accessing non-clinically related websites is prohibited during clinical hours.
- Cleaning of digital device must comply with the clinical organization's infection control policy and procedures. If the device becomes contaminated, it should be cleaned with the recommended disinfectant. If a patient is on isolation, the digital device cannot be taken into the patient's room. Hand hygiene is the best method of preventing transmission of disease.
- Inappropriate use of personal digital devices or violation of HIPAA guidelines may result in dismissal from the clinical, the School of Nursing and/or Clemson University.

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. 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. 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. 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.

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 cancelled.*

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.

Health Insurance Portability and Accountability Act

All students are expected to comply with the guidelines of the Health Insurance Portability and Accountability Act.

Multi-State Registered Nurse Licensure & Name Change

Information on multi-state licensure for Registered Nurses is located on the National Council of State Boards of Nursing and the South Carolina Board of Nursing websites. The South Carolina Board of Nursing should be notified of name and contact information changes in a timely manner. All students utilizing the State of South Carolina compact agreement must complete all Board of Nursing requirements for compact listed here for instructions.

Student Records and Confidentiality

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

Official Name Change Procedure

There is a form that you need to complete if you have changed your name once you start your classes. Please access it online at the following CU website.

Continuous Enrollment and Leave of Absence

Continuous Enrollment: Graduate students enrolled in a degree program are required to maintain continuous enrollment after initial matriculation. Continuous enrollment refers to a student's registration each semester, excluding summer sessions, until he/she has either graduated, been permanently withdrawn, or dismissed. All students attending classes must be registered for either credit or audit. Students on 12-month graduate assistantships must maintain continuous enrollment during the summers as well as during both fall and spring semesters.

The Graduate School will dismiss any student without further notice who fails to comply with the continuous enrollment policy. If a student is terminated from his/ her program for failure to maintain continuous enrollment, the student will be required to reapply for admission. Readmission requires a positive recommendation from the student's academic program as well as approval by the Graduate School and, therefore, is not guaranteed.

Leave of Absence: A leave of absence is usually granted for compelling personal, family, medical, or professional reasons that require the student to suspend graduate study and to be absent from the University for a period of time. During a leave of absence, students are expected to be focused on these non-academic priorities. Students may not make progress toward their degree requirements while on leave (e.g., taking comprehensive or qualifying exams, completing incomplete grades, submitting or defending a thesis or dissertation, etc.). A leave of absence is not intended to be a mechanism for students to avoid tuition costs while making progress toward a degree. Students on leave will maintain access to basic CCIT services such as University email but should not be using other University resources such as research labs, faculty time, recreation facilities, or health and wellness services. A student in good academic standing (who has a minimum 3.0 GPA and who has successfully met other program or Graduate School requirements) who must interrupt a graduate program may request a leave of absence from graduate study. A leave of absence may be granted for 12 months, with a possible renewal of one additional 12-month period. A student not in good standing (who has a GPA lower than 3.0 or who has failed critical program or Graduate School requirements, e.g., comprehensive or qualifying exams) may also request a leave of absence. However, the Graduate School may also choose to permanently dismiss the underperforming student where future success seems unlikely. Should the request for the leave of absence be approved by the Graduate School, the student will return in the same academic status as prior to the leave.

As a graduate student enrolled in a degree program, you are required to maintain continuous enrollment after initial matriculation (i.e., you must register each fall and spring semester until you either have graduated, have permanently withdrawn, or have been dismissed). See find full policy here.

- Students unable to remain continuously enrolled must apply for a Leave of Absence through the Graduate School.
- If you take a semester off, (fall or spring), you will have to complete a re-admit form (form is available on the Graduate School web site here).

Financial Assistance

Assistantships:

Assistantships are generally assigned based on availability by semester. Selection for assistantships is based on clinical experience and the recommendation of the lead teacher in that clinical area. Students who are interested in being considered should send resume/curriculum vitae to the School of Nursing Director of Undergraduate Programs. Most assistantships require a commitment of 20 hour/week (beginning and end dates of work assignment will be specified in the contract). Students who hold an assistantship receive a tuition reduction (maximum of 9 credit hours) and a stipend for the hours worked. Students holding an assistantship must be enrolled in a minimum of nine (9) academic credit hours. **These guidelines may be changed by the University without notice.**

Traineeships:

Pending availability, full-time students are eligible for Federal traineeship funds. Applications for these traineeships are made through the School of Nursing. Students will receive notification through their Clemson email of availability of fund and application deadlines. Funds awarded through this source may be used to help cover the cost of tuition or fees for the following semester.

Scholarships and Fellowships:

Centralized University-wide information relative to financial aid is available from the Financial Aid Office (G-01 Sikes) at 864-656-2280 or finaid@clemson.edu and the Graduate School (E-108 Martin Hall). State level incentive grants and loan replacement opportunities may be available through the SC Office of Rural Health. Also, see Graduate Canvas Module for current scholarship and grant opportunities. Contact Stacey Day at Stacey@scorh.net or by phone at 803-454-3850 (EST), ext. 2009.

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 my 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.

- 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.
- In all cases, the student may not participate in any clinical laboratory experience until an appropriate plan of action has been identified.
- 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.
- If incident occurs in clinical laboratory, the Program Coordinators or designee will be notified by telephone.
- The student will be required to immediately have drug testing at their expense.
- 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.
- 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.

Graduate Academic Integrity Policy

Students will complete the Clemson University School of Nursing Academic Integrity Statement with their enrollments requirement packet. If a student violates the policy, faculty will submit a Charge of Graduate Academic Integrity Violation form.

"An academic environment of integrity is one in which students, faculty and staff interact with each other from a position of mutual trustworthiness. As a member of the consortium of institutions comprising the International Center for Academic Integrity, Clemson University has committed itself to preparing a community of scholars dedicated to integrity in teaching, research, scholarship, mentorship and the acquisition and display of professional values of *trust, honesty, fairness, responsibility, respect, and courage*.[2] Clemson graduate students are expected avail themselves of the many opportunities and resources both on and off campus to learn how to engage in professional practice with integrity. The Graduate School and the community of scholars engaged in graduate-level education will respond vigorously and expeditiously to charges of violations of academic integrity."

All work submitted for a grade must be your own, unless group work is assigned. All text included in assignments that was written by someone other than the student must be correctly quoted and cited. Failing to comply with School of Nursing, clinical facility policies, and state and federal regulations are also Academic Integrity violations.

All research depends to some extent on the work of others who have come before you. Other researchers' ideas and results are often the *starting point* of your own work, but it is important to properly acknowledge the work of others to avoid one of the most serious forms of academic misconduct: plagiarism.

The Clemson University Academic Integrity Policy says plagiarism "includes the copying of language, structure or ideas of another and attributing the work to one's own efforts." Be advised that the definition makes no distinction between deliberately using someone else's work without attribution and doing so unintentionally; both are plagiarism.

Some common forms of plagiarism are:

- Directly reproducing or paraphrasing someone else's work (published or unpublished), including insights and opinions, without attribution, regardless of length.
- Failing to clearly identify quoted material by using quotation marks (for short sections) or block text (for larger sections).
- Directly quoting your own text from previous projects or papers, without attribution.

Plagiarism also includes using someone else's ideas, art, figures, tables, maps, charts, diagrams, and so forth, even if you recreate or reformat the material.

An exception is made for material that is common knowledge. If information is readily available from general reference sources in the chosen field, or if the information appears undocumented in several sources, it may be common knowledge. Whether material is common knowledge is often a judgement call. If in doubt err on the side of caution and cite the source. In no case should you ever copy text of *any kind* and appropriate it as your own.

Some violations of Academic Integrity may include, but are not limited to, the following:

- Cheating
- Fabricating/falsifying information
- Facilitating violations of academic integrity
- Failing to cite contributors
- Plagiarizing
- Thwarting others' progress

For more information, the Graduate Academic Integrity Policies and Procedures Manual is located at:
https://www.clemson.edu/graduate/academics/policies-and-procedures.html

Artificial Intelligence

Artificial intelligence (AI) is becoming more prevalent in all phases of life including on college campuses. AI tools continue to transform teaching, learning, and research when used properly; however, improper use negatively impacts student learning and the generation of original and creative thought that is a core intent of the academy. Improper use strikes at the heart of academic integrity. All submissions to meet course and/or degree requirements must either be students' own work or must clearly acknowledge the source (including if AI is used). Students must be able to demonstrate understanding of the content and/or intellectual contributions. Please see individual course syllabi for more detailed instructions on the use of allowed AI tools specific to each course.

Section III: Clemson University School of Nursing Facilities, Resources and Student Organizations

Clemson Rural Health (Joseph F. Sullivan Center)

Clemson Rural Health is operated by the College of Behavioral, Social and Health Sciences. The Center provides unique opportunities for students to gain experience in providing health promotion, disease prevention and wellness services. Under the guidance of faculty, students plan and implement these services in a well-equipped, up-to-date health facility.

Computers

Clemson Computing and Information Technology provide a variety of support services. For assistance, contact (864) 656-3494 or visit the CCIT website. A laptop computer or tablet is required for all Clemson School of Nursing Graduate Programs.

Printing Posters

Students who need printer and plotting services, can check with Clemson Printing to determine what resources may be available for their use at 864 656-4766. Prices vary depending on size of poster. The fee is charged to student accounts. They complete the printing with 24 hours. Instructions for downloading and sending to them can be found here.

Connection to the Clemson University Libraries Catalog & Databases

Access Clemson libraries here. In addition to **Sally Smith**, Health Science Librarian, sally2@clemson.edu, the Library Reference Desk may be contacted at: 864.656.3024. You may also email the **STEM Subject Librarians** directly for research assistance, science librarian@lists.clemson.edu.

Sigma Theta Tau International, Gamma Mu Chapter

Sigma Theta Tau is the international honor society of nursing. For more than 100 years, Sigma has been recognizing and celebrating excellence in scholarship, leadership, and service within nursing and midwifery. Founded in 1922, our organization has grown to more than 600 chapters, in over 100 countries around the world. Sigma members are leaders at all levels of the healthcare industry. The purpose of Sigma is to:

1. Recognize superior achievements
2. Recognize and develop leadership qualities
3. Foster high professional standards
4. Encourage creative work
5. Strengthen commitment to the ideals and purpose of the profession.

The Gamma Mu Chapter was installed at Clemson University College of Nursing in the Spring of 1978. Gamma Mu is a regional community of nurses and nursing students committed to making a difference through fostering meaningful connection, professional leadership, and collaborative service. Our chapter's mission is to empower current and future nurses to achieve excellence in their professional practice.

Sigma extends memberships to students who have demonstrated superior academic achievement, academic integrity, and professional leadership potential and to nurse leader candidates exhibiting exceptional achievements in nursing. Chapter eligibility screening is carried out over the summer semester, and eligible candidates are notified by the Faculty Counselors. Upon acceptance and payment of membership dues, new members are inducted into the Chapter each Fall.

Qualifications for Membership:

1. Candidates shall have demonstrated superior scholastic achievement, evidence of professional leadership potential and/or marked achievement in the field of nursing.
    a. Graduate Programs:
        i. Programs of graduate study include Masters, Post Masters, Doctoral, and Post-Doctoral.
        ii. Students shall have a GPA of at least 3.5 on a four-point scale
        iii. Have completed one-fourth of the nursing curriculum
        iv. Meet the expectation of academic integrity

*Students in graduate programs who are registered nurses, are legally recognized to practice in their country, and have a minimum of a baccalaureate degree, shall be eligible to be considered as a Nurse Leader at any point in their program.

    b. Nurse Leader:
        i. RN legally recognized to practice in their country
        ii. Have a minimum of a baccalaureate degree in nursing
        iii. Demonstrate achievement in nursing

Student Representation

Students are also encouraged to participate in School of Nursing activities through elected or appointed membership on School Committees. Student input is one of many important ways that faculty learn about concerns and issues in the program. At the beginning of each year, students from each program's specialty options (one from the first year and one from the second year) are elected to serve on the Master's Program Advisory Committee and other School of Nursing Committees. It is important to elect representatives who will agree to attend designated meetings in order for this process to take place. Students are free to speak at any of these meetings but are not voting members. Further information about their activities is available through the Office of the School Director or the Program Coordinator.

- Master's Student Advisory Committee: One graduate student from each level and specialty option.
- DNP Advisory Committee: One graduate student from each level and specialty option.
- Graduate Student Government: Two student Senators will be elected each year.

Graduate students are also encouraged to participate in the University Graduate Student Association (GSA) through a representative elected in the fall semester. Regular activities are sponsored by this group with announcements of upcoming activities posted across campus.

Lunch and Learn Meetings

Graduate students are encouraged to bring their lunch and join faculty and fellow students for Lunch and Learn meetings. Special presentations will be announced via e-mail in advance. Topics may include discussion of faculty research and related opportunities for students, clinical research, course and clinical planning, clinical management, job recruitment, and more. Students will be notified whether to bring lunch or if lunch will be provided.

Tips for Success and Graduation Information

Graduate Steps to Success

1. Once you have been admitted, plan to attend Orientation.
2. Read the **School of Nursing DOCTOR OF NURSING PRACTICE (DNP) & MASTER'S STUDENT HANDBOOK** and complete the **Enrollment Requirements**.
3. Visit the **Graduate School** webpages. Look under Current Students for important dates & forms. An A to Z index is provided. You are responsible for meeting all the deadlines. It is not the faculty or staff's responsibility to make you aware of any deadlines.
4. Obtain your computer ID and a password for on-line registration at orientation. You should change the password after you log on for the first time to one that only you know. The CCIT Support Center can provide needed assistance: 864.656.3494.
5. DNP students make contact with your Committee Chair. Most faculty are available after August 15 for the fall semester and the second week of January for the spring semester.
6. **Register** for courses. Follow your individual curriculum **Plan of Study**. Any changes must be approved by the Director of Graduate Programs (in consultation with the DNP committee Chair).
7. DNP students should begin formulating a topic for their DNP Project. A Project Lead (chair) will be assigned. A list of faculty members and their research interest/expertise is included in this handbook. Your Project Team will provide guidance on the selection of your other two committee members.
8. **DNP students file a GS2 Form**. This plan of study should be completed before completing 9 credits and once you have selected a Chair. A revised plan of study may be submitted if there are any changes with the course schedule or committee membership.
9. Plan to attend **Convocation** and **Graduation**.

Tips for Working with Faculty

Graduate level faculty are busy professionals who spend their time teaching, conducting research, advising and mentoring graduate students, writing and consulting. Because of the nature of their work, they may initially appear distant and less open to students than what may have been your undergraduate experience. However, once you gain an understanding of the graduate school process and the protocol for dealing with graduate level colleagues, you should be able to develop a good working relationship with faculty who teach courses or have research interest in your area of major concentration.

- Do treat faculty as busy professionals
- Arrange a suitable time (in advance) for help or advanced advising
- Expect constructive criticism from your faculty – this can only help you
- Do take the initiative to build a solid foundation of support
- If you need help, ask for it – take initiative
- Do treat everyone with respect and honesty
- Maintain integrity in all that you do
- Respectful and professional communication (both written and verbal)
- Consider asking a friend about assignments before contacting faculty

Scholarly Writing Resources

This resource is intended to aid you in writing scholarly papers. It is intended as a guide to help you with course assignments and publications. Further information can be found in the current edition of *The Publication Manual of the American Psychological Association* and on the Clemson University Cooper Library website at https://www.clemson.edu/academics/libraries.html

Writing for Publication: Select 1 to 2 journals that you would like to submit your paper to so that you have an idea of the citation format the journal uses, the page limits, and the accepted writing style. It is recommended that you write the paper in APA format then change to AMA or MLA before submission to journals requiring these formats. You may only submit to one journal at a time.

Clemson University Writing Lab: https://www.clemson.edu/centers-institutes/writing/
Purdue Online Writing Lab (OWL):: https://owl.purdue.edu/owl/purdue_owl.html
APA Style: https://apastyle.apa.org/
Citation Machine: https://www.citationmachine.net/apa/cite-a-book

Due Dates: It is student responsibility to know all deadline dates for Graduate School Graduation Requirements and Deadlines.

Application for Graduation and Diploma Order

The application for Graduation and Diploma Order Online form can be completed only by students who plan to graduate in the next gradation. Students obtain required forms through IROAR. (Online - Graduate School, "Forms and Procedures, Graduating Forms"). Contact Enrolled Services at 656-5339 with questions. Form maintained by Office of the Registrar is available through iROAR.

Ordering Regalia

The University sends information on ordering graduation regalia. All students attending nursing convocation and/or graduation/hooding ceremony will need regalia. Graduation supplies can be ordered through the Clemson Bookstore.

Nursing Professional Convocation

At the time of graduation, the School of Nursing holds a Professional Convocation to honor its graduates and to welcome new graduates into the profession. Students completing the DNP or MS degree receive their master's hoods as part of the ceremony (*hoods can be purchased through the Clemson University Bookstore online*). University officials and nursing agency members are invited to this important occasion, as are families and friends of all graduating students.

Convocation Awards

Graduate Excellence Award: Given annually to one outstanding graduate student who has demonstrated two of the following three:

1. Academic excellence in the classroom (3.75 and above)
2. Leadership excellence (commitment to the profession at the community, state, or national level)
3. Scholarship excellence (presentation of thesis, Clinical Research, or other scholarly work at local, state, or national level)

Faculty nominate candidates and selection is completed by an anonymous faculty vote. Eligible students must complete their degree within one semester of completion of coursework.

Graduate Student Academic Excellence Awards: Faculty will nominate and select a graduate student from each track for the Graduate Student Academic Excellence Award.

Graduate Teaching Excellence: Graduate Teaching Assistants are students who serve in the role of mentor and teacher for undergraduate nursing students

Graduate Research Excellence: Graduate Research Assistants are students who assist faculty in implementation and evaluation of a research project.

Section IV: Clemson University School of Nursing
Master of Science, Major in Nursing (MS) Program

MS Purpose, Objectives and Curriculum Information

MS Program Overview

The Master of Science, Major in Nursing (MS) program is designed to build upon the second professional degree. The student acquires knowledge and skills in advanced nursing. 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. Thesis and Non-Thesis options are available. The required credit hours vary from 38-42 depending upon the specialty option chosen by the student. Master's major options available include:

- Family Nurse Practitioner-This concentration focuses on primary care of individuals and families.
- Adult/Gerontology Nurse Practitioner-This concentration focuses on primary care of adults and older adults.
- Nurse Educator-This concentration is designed to prepare nurses as college teachers of nursing and for staff development and continuing education.
- Clinical Nurse Specialist (we are currently not accepting applications for the Clinical Nurse Specialist track)

The objectives of the Master of Science, Major in Nursing (MS) degree program are to provide graduates with the ability to:

Objectives

- 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.
- 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.
- Evaluate, apply, and contribute to nursing and related research by identifying research priorities, applying research methods and integrating findings to improve outcomes.
- 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.
  Engage in lifelong learning, reflective practice, and ethical reasoning to support professional growth, and cultural accountability in delivering safe, compassionate and equitable care.

Course Delivery

The Master of Science, Major in Nursing program is delivered in a hybrid format. Classes are held every Thursday at the Clemson University Nursing building in Greenville, SC on the campus of Prisma Health. Faculty utilize Canvas, an online student management system, to enhance student leaning. Clinical management labs are scheduled on days other than class days based on lab/preceptor availability.

MS Admission and Post-admission Requirements found here

State Reciprocity

South Carolina is a member of the State Authorization Reciprocity Agreement (SARA) and Clemson University (CU) is an approved SARA institution, which means we adhere to established standards for offering post-secondary e-learning programs. State authorization allows CU the ability to offer online programs to students who live outside of SC OR enroll students in learning placements that will take place outside of SC (such as internships, clinicals, practicums, and student teaching). CU must meet all of the regulatory requirements, including those from licensure/certification boards, of the state where the student physically resides or where an activity will take place.

IT IS IMPERATIVE YOU UNDERSTAND THE REGULATIONS FOR YOUR STATE PRIOR TO ENROLLING IN ANY ACADEMIC PROGRAM OR COURSE.

Please review our state authorizations to determine if specific program offerings or learning placements are available in the state which you will be physically located while enrolled. If you experience difficulty finding the requirements for a specific state, please email stateauth@clemson.edu for help.

If you are expecting a change in your physical location, contact the State Authorization office (stateauth@clemson.edu) as soon as you know the anticipated location(s). Physical presence in a location where we do not meet state regulatory requirements can negatively impact our ability to offer you federal financial aid, military tuition assistance, or your continuation within the program. These restrictions extend to courses taken online over the summer, internships, clinicals or other forms of learning placements if they are conducted outside of an approved state. Students are responsible for providing accurate and updated information about their physical presence to the institution. Early notification allows the institution to minimize, but may not prevent, the possibility of program delays/offerings.

PRIMARY CARE FAMILY NURSE PRACTITIONER

FNP – Full Time

Fall 2024		
NURS 8060/8061:	Advanced Assessment for Nursing	3(2,3)
NURS 8090:	Pathophysiology for Advanced Nursing	3(3,0)
NURS 8040:	Knowledge Development in Advanced Nursing	2(2,0)
Spring 2025		
NURS 8050:	Pharmacotherapeutics for Advanced Nursing	3(3,0)
NURS 8080:	Nursing Research Statistical Analysis	2(2,0)
NURS 8480:	Health Care Policy and Economics	3(3,0)
Summer 2025		
NURS 8010:	Advanced Family and Community Nursing	3(3,0)
NURS 8070:	Nursing Research Design and Methods	3(3,0)
Fall 2025		
NURS 8210/8211:	Acute Disease Management	4(2,6)
NURS 8190/8191:	Women's Health	4(2,6)
Spring 2026		
NURS 8220/8221:	Chroninc Disease Management	4(2,6)
NURS 8200/8201:	Child and Adolescent	4(2,6)
Summer 2026		
NURS 8230:	Nurse Practitioner Clinical Practicum I	3(0,9)
Fall 2026		
NURS 8240:	Nurse Practitioner Clinical Practicum II	3(0,9)
NURS 8850:	Mental Health of Adults	2(2,0)

Note: Completion of this specialty prepares students to take the national Primary Care Family Nurse Practitioner Certification exam, offered by the American Nurses Credentialing Center & American Academy of Nurse Practitioners.

Students need 9 credit hours to be considered full time so for any semester short (except summers) add NURS 8790 for the missing hours up to 3 credits.

Courses ending in "1" (**except NURS 8061)** need a clinical preceptor. See handbook for information on clinical preceptors.

PRIMARY CARE ADULT-GERONTOLOGY NURSE PRACTITIONER
AGNP – Full Time

Fall 2024		
NURS 8060/8061:	Advanced Assessment for Nursing	3(2,3)
NURS 8090:	Pathophysiology for Advanced Nursing	3(3,0)
NURS 8040:	Knowledge Development in Advanced Nursing	2(2,0)
Spring 2025		
NURS 8050:	Pharmacotherapeutics for Advanced Nursing	3(3,0)
NURS 8080:	Nursing Research Statistical Analysis	2(2,0)
NURS 8480:	Health Care Policy and Economics	3(3,0)
Summer 2025		
NURS 8010:	Advanced Family and Community Nursing	3(3,0)
NURS 8070:	Nursing Research Design and Methods	3(3,0)
Fall 2025		
NURS 8210/8211:	Acute Disease Management	4(2,6)
NURS 8840/8841:	Mental Health of Adults	4(2,6)
Spring 2026		
NURS 8220/8221:	Chronic Disease Management	4(2,6)
NURS 8820/8821:	Primary Care of Elders	4(2,6)
Summer 2026		
NURS 8230:	Nurse Practitioner Clinical Practicum I	3(0,9)
Fall 2026		
NURS 8240:	Nurse Practitioner Clinical Practicum II	3(0,9)
NURS 8180:	Women's Health in Primary Care 2(2,0)	

Total Credits: 46-47

Note: Completion of this specialty prepares students to take the national Primary Care AGNP Certification exam, offered by the American Nurses Credentialing Center & American Academy of Nurse Practitioners.

Students need 9 credit hours to be considered full time so for any semester short (except summers) add NURS 8790 for the missing hours up to 3 credits.

Courses ending in "1" (**except NURS 8061)** need a clinical preceptor. See handbook for information on clinical preceptors.

MS EDUCATION CURRICULUM

Course descriptions can be found in the Clemson University Catalog

MSN Core Classes

NURS 8080:	Nursing Research Statistical Analysis	2(2, 0)
NURS 8010:	Advanced Family and Community Nursing	3(3, 0)
NURS 8480:	Health Care Policy and Economics	3(3, 0)
NURS 8070:	Nursing Research Design and Methods	3(3, 0)
NURS 8090:	Pathophysiology for Advanced Nursing	3(3, 0)
NURS 8040:	Knowledge Development in Advanced Nursing	2(2, 0)
NURS 8050:	Pharmacotherapeutics for Advanced Nursing	3(3, 0)

Education Specialty Courses

NURS 8410/8411:	Advanced Assessment for Nursing Educators	3(2, 3)
NURS 8270:	Foundations of Nursing Education (online)	3(3, 0)
NURS 8420/8421	Adult Nursing and Patient Education	4(2, 6)
NURS 8140	Instructional Technologies for Nursing Educators	3(3, 0)
NURS 8280/8281:	The Nurse Educator	4(1, 9)
NURS 8310	Clinical Research	3 (3,0)

Total Credit: 39

Note: Completion of this specialty prepares students to take the National League for Nursing Certification for Nurse Educators examination.
Students need 9 credit hours to be considered full time (6 in summer). Any semester in which students are short hours NURS 8790 can be added for needed hours. Assignments are based on credit hours taken.

Advisement

Upon acceptance to the MS program students are assigned to the Program Coordinator as advisors who will develop the student's Plan of Study.

- The student completes the Graduate Degree Curriculum Form GS2. The form is in electronic form and may be found here. The student is responsible for completing the form online (no handwritten forms are accepted) in ample time to allow for routing and faculty e-signatures in advance of the due date. Any changes in student Curriculum Plan of Study and/or the composition of the Committee require submission of a new GS2 form signed by all committee members and appropriate administrators. **Note the deadline dates listed in the current Graduate Student Policy Handbook for submission of the final copy of the GS2 form!** These deadline dates are also listed on the Graduate School web site.

Change of Program Tracks:

Applications are reviewed based on the cohort in which prospective students apply. Admitted students may not transfer between tracks. In order to change tracks, student will need to apply to the program in which they would to like to change and be recommended for admission by the Admission's Committee based on blind review of all applications.

Completion of Degree Requirements

Instructions for Completing the GS2 Form (2-step process)

Courses completed more than those required by the Advisory Committee should not be listed on the GS2. Definite required courses should be listed first while elective courses may be listed in an optional manner under a sub-heading such as "any 2 of the following 4 courses." The Electronic submission is a 2-step process.

- **Step One**: All courses will be 8000 or higher for the MS. Courses completed more than those required by the Advisory Committee should not be listed on the GS2. Definite required courses should be listed first while elective courses may be listed in an optional manner under a sub-heading such as "any 2 of the following 4 courses." Make sure to include all clinical labs associated with clinical management courses. The Electronic submission is a 2-step process.
- **Step Two**: Once the committee has been selected, and each person has accepted electronically, you will need to submit a new GS2 with the new committee members and your Plan of Study. The Plan of Study is the list of courses or your program (given to you at orientation).

Transfer Credits

Admitted students may request up to 12 credit hours be considered for transfer credit from an accredited university that utilizes a letter grade system. After admission, students requesting transfer credits must supply syllabi for all courses in the request to the FNP/DNP, CNS, or AGNP/Education Program Coordinator who will then complete a gap analysis. The submitted syllabi will be provided to faculty who lead the corresponding Clemson University courses to review for equivalency. The student will be provided with a written copy of the gap analysis and revised Plan of Study showing accepted credits.

- Transfer credits must not have been used to satisfy the requirements for any other degree and must have been completed within the six-year period preceding the date the graduate degree will be awarded. Transfer courses cannot be revalidated for graduate credit. **There are no exceptions to this requirement.**
- Credits to be transferred must be labeled by an asterisk in the list or required courses and must bear the course number listed in the catalog of the institution(s) awarding the credits. The institution(s) and grade(s) should be identified along with the course(s) in the space provided below. **Do not use the corresponding Clemson University course numbers on the front page or below.**

Master's Final Oral Examination

In accordance with the *Clemson University Graduate School Announcements*, each candidate for the Master of Science, Major in Nursing is required to pass a Final Examination administered by the student's Advisory Committee at least four weeks before the degree is to be awarded. Check the Academic Calendar for due dates. One hour is allotted for the Final Examination.

The Final Examination will ascertain the general knowledge of the candidate relative to the area of study. Six broad and comprehensive questions will be developed by the Committee Chairperson with input from the other committee members and will be available to the candidate up to 72 hours before the scheduled examination.

This affords students to rearrange work schedules and family obligations to allow for 72 hours of dedicated time to prepare for the Final Oral Examination. The candidate will choose three questions to answer for the examination (one in each section). Students will be expected to demonstrate: (1) synthesis of current nursing and related theories and application to advanced practice; (2) integration of research process and findings into advanced nursing practice; and (3) synthesis of role specialization into practice.

A student who is unsuccessful on the Final Oral Examination may be allowed a second opportunity only with the recommendation of the Advisory Committee. Failure of the second examination will result in dismissal from the Graduate School.

The **GS7M** must be completed (fillable PDF) and emailed to faculty prior to the Final Oral Examination. The committee will sign upon successful completion and the Chair will submit to the Graduate Student Services Coordinator who will submit to the Graduate School.

Section V: Clemson University School of Nursing
Post Master's & Post Baccalaureate Doctor of Nursing Practice (DNP)

DNP Purpose, Objectives, and Curriculum Information

DNP Degree Program Overview

The Doctor of Nursing Practice (DNP) consists of both an online post-master's nursing degree program as well as a hybrid post-baccalaureate nursing degree program focused on evidence-based practice, leadership, healthcare policy and advocacy, inter-professional collaboration, and expert clinical, advanced nursing practice. The DNP program will prepare nurses at the highest level of practice for leadership roles applying and translating research into practice with the goal of producing expert clinical leaders for positions in practice. Students will spend up to 2 days/ year in on-campus immersion experiences (a maximum of three immersions is anticipated).

MS-DNP

The Post-MS DNP is a 35-credit hour program. All course work will be provided in an online format. Graduation is based upon successful completion of all coursework and a DNP project. DNP graduates must complete a minimum of 1,000 hours of practice post-baccalaureate, which may include precepted practicum hours earned in the MS(N) Nursing Program. Students will complete a DNP Project designed to demonstrate clinical scholarship by utilizing the evidence to improve practice and healthcare outcomes.

BS-DNP

The Post BS Doctor of Nursing Practice (DNP) degree program is The Post-BS DNP is a 74-credit hour program designed to build upon the first professional degree. The student acquires knowledge and skills in advanced nursing. The Post BS Doctor of Nursing Practice is delivered in a hybrid format. Classes are held every Thursday at the Clemson University Nursing building. Faculty utilize Canvas, an online student management system, to enhance student learning. Clinical management labs are scheduled on days other than class days based on lab/preceptor availability. Graduation is based upon successful completion of all coursework and a DNP project. The Post BS DNP options include:

- Family Nurse Practitioner-This concentration focuses on primary care of individuals and families.
- Adult-Gerontology Nurse Practitioner-This concentration focuses on primary care of adults and older adults
- Pediatric Nurse Practitioner-This concentration focuses on primary care of infants, children and adolescents
- Health Systems Leadership-This concentration provides nursing professionals the knowledge and skill to impactfully lead healthcare systems and organizations.

DNP Objectives

Upon completion of the program students will be able to:

- Demonstrate relationship centered nursing leadership to improve the healthcare, health status, and health outcomes of individuals, families, communities, and populations while addressing health disparities.
- 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.
- Engage in interprofessional, collaborative partnerships to frame problems, design and implement evidence- based interventions and evaluate outcomes.
- 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.
- Transform practice through knowledge reflection, knowledge-based resources, information technology/informatics, strategic resource management and evidence-based practice research/action inquiry.
- Translate knowledge for application in the delivery of advanced nursing practice and nursing administration/health leadership.
- Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic and ethical issues.
- 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.

DNP Admission and Post-admission Requirements found here

State Reciprocity

South Carolina is a member of the State Authorization Reciprocity Agreement (SARA) and Clemson University (CU) is an approved SARA institution, which means we adhere to established standards for offering post-secondary e-learning programs. State authorization allows CU the ability to offer online programs to students who live outside of SC OR enroll students in learning placements that will take place outside of SC (such as internships, clinicals, practicums, and student teaching). CU must meet all of the regulatory requirements, including those from licensure/certification boards, of the state where the student physically resides or where an activity will take place.

IT IS IMPERATIVE YOU UNDERSTAND THE REGULATIONS FOR YOUR STATE PRIOR TO ENROLLING IN ANY ACADEMIC PROGRAM OR COURSE.

Please review our state authorizations to determine if specific program offerings or learning placements are available in the state which you will be physically located while enrolled. If you experience difficulty finding the requirements for a specific state, please email stateauth@clemson.edu for help.

If you are expecting a change in your physical location, contact the State Authorization office (stateauth@clemson.edu) as soon as you know the anticipated location(s). Physical presence in a location where we do not meet state regulatory requirements can negatively impact our ability to offer you federal financial aid, military tuition assistance, or your continuation within the program. These restrictions extend to courses taken online over the summer, internships, clinicals or other forms of learning placements if they are conducted outside of an approved state. Students are responsible for providing accurate and updated information about their physical presence to the institution. Early notification allows the institution to minimize, but may not prevent, the possibility of program delays/offerings.

MS DNP Curriculum Plan of Study

DNP (Post MS)

Course descriptions can be found in the Clemson University Catalog

NURS 9020	DNP Clinical Epidemiology & Biostatistics	3(3,0)
NURS 9030	DNP Evidence Integration	3(3,0)
NURS 9040	DNP Leadership in Healthcare Systems	3(3,0)
NURS 9050	DNP Health Informatics	3(3,0)
NURS 9060	DNP Outcomes Management	3(3,0)
NURS 9080	DNP Genomics, Ethics & Health Policy	3(3,0)
NURS 9090	DNP Project I	3(0,3)
NURS 9100	DNP Project II *Individual Faculty Assignment	4(0,4)
NURS 9110	DNP Project III *Individual Faculty Assignment	4(0,4)
NURS 9210	DNP Role, Theory & Philosophy of Science	3(3,0)
NURS 9270	Healthcare Economics, Finance, & Policy	3(3,0)

Total Credits: 35

Graduation dependent on completion of the DNP Project. **DNP graduates must complete a total of 1000 hours (this may include precepted hours earned in the MS Nursing program and 500 project hours). Some students may need additional (non-project related) practice hours to meet the requirement. These hours need to be completed prior to the start of the first project course NURS 9090. You will need to sign up for 1 credit hour of NURS 8790 each semester you plan to work on these hours. Your program advisor will be supervising you during these hours until you are assigned a DNP Project Team Lead.

BS DNP Curriculum Plans of Study

Course descriptions can be found in the Clemson University Catalog
Students in clinical course should refer to the Clinical Handbook

DNP (Post BS) Core Courses

Nursing 8010:	Advanced Family and Community Nursing	3(3,0)
Nursing 8050:	Pharmacotherapeutics for Advanced Nursing	3(3,0)
Nursing 8060/8061:	Advanced Assessment	3(2,3)
Nursing 8070:	Nursing Research Design and Methods	3(3,0)
Nursing 8090:	Pathophysiology for Advanced Nursing	3(3,0)
Nursing 9020:	DNP Clinical Epidemiology & Biostatistics	3(3,0)
Nursing 9030:	DNP Evidence Integration	3(3,0)
Nursing 9040:	DNP Leadership in Healthcare Systems	3(3,0)
Nursing 9050:	DNP Health Informatics	3(3,0)
Nursing 9060:	DNP Outcomes Management	3(3,0)
Nursing 9080:	DNP Genomics, Ethics, & Health Policy	3(3,0)
Nursing 9210:	DNP Role, Theory, and Philosophy of Science	3(3,0)
Nursing 9270:	Healthcare Economics, Finance and Policy	3(3,0)
Nursing 9090:	DNP Project I	3(0,3)
Nursing 9100:	DNP Project II	3(0,3)
Nursing 9110:	DNP Project III	3(0,3)

Total Credits: 74

Students need 9 credit hours to be considered full time so for any semester short (except summers) add NURS 8790 for the missing hours up to 3 credits.
Courses ending in "1" (**except NURS 8061)** need a clinical preceptor. See handbook for information on clinical preceptors.

Change of Program Tracks:

Applications are reviewed based on the cohort to which prospective students apply. Admitted students may not transfer between tracks. In order to change tracks, student will need to apply to the program in which they would to like to change and be recommended for admission by the Admission's Committee based on blind review of all applications.

BS DNP Curriculum Plans of Study

Course descriptions can be found in the Clemson University Catalog

Students in clinical course should refer to Section VII: Clinical Management Course Information of Student Handbook

DNP (Post BS) Track Courses

All FNPs and AGNPs:

Nursing 8210/8211:	Adult Nursing	4(2,6)
Nursing 8220/8221:	Gerontology Nursing	4(2,6)
Nursing 8230:/8231	NP Practicum I	3(0,9)
Nursing 8240:/8211	NP Practicum II	3(0,9)

FNP:

Nursing 8190/8191:	Women's Health Nursing	4(2,6)
Nursing 8200/8201:	Child and Adolescent Nursing	4(2,6)
Nursing 8850:	Mental Health and Illness of Adults	2(2,0) No clinical

AGNP:

Nursing 8180:	Women's Health Nursing	2(2,0) No clinical
Nursing 8840/8841:	Mental Health and Illness of Adults	4(2,6)
Nursing 8820/8821:	Primary Care for Elders	4(2,6)

PNP:

NURS 8610/8611:	Health Promotion	4(2,6)
NURS 8620/8621:	Common Illness	4(2,6)
NURS 8630/8631	Chronic Illness	4(2,6)

HLS:

NURS 8760	Environmental Influences	3(3,0)
NURS 8740	Theoretical Bases	3(3,0)
NURS 8260/8261:	Quality and Outcomes Management in Health Care	4(3,3)
NURS 8460:	Healthcare Financial Management	3(3,0)
NURS 9730/9731	Assessment and Collaboration	4(2,6)
NURS 9740/9741	Field Experience I	4(0,4)
NURS 9750/9751	Field Experience II	3(0,3)

AACN Essentials (2021)

https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf

Four Spheres of Care

1. Diagnosis prevention and health promotion
2. Chronic disease care
3. Regenerative and restorative care
4. Hospice, palliative, and supportive care

Domains

1. Knowledge for Nursing Practice
2. Person-Centered Care
3. Population Health
4. Scholarship for Nursing Discipline
5. Quality and Safety
6. Interprofessional Partnerships
7. Systems-Based Practice
8. Informatics and Healthcare Technologies
9. Professionalism
10. Personal, Professional, and Leadership Development

Concepts

- Clinical judgement
- Communication
- Compassionate care
- Diversity, equity and inclusion
- Ethics
- Evidence-based practice
- Health policy
- Social determinants of health

Advisement

Upon acceptance to the DNP program students are assigned to the Program Coordinator as advisors who will develop the student's Plan of Study. Prior to starting NURS 9090, students will be assigned a DNP Project Lead (Chair). Students will choose team members for their DNP Project should be chosen for the contributions which they can make to your project. Therefore, in addition to the requirements for membership on an advisory committee, each member should have some special knowledge and expertise that will be beneficial. The DNP Project Lead (Chair) will be PhD or DNP prepared and hold a full-time faculty appointment. The Program Coordinators and the Graduate Student Services Coordinator will assist DNP students with ongoing advisement throughout the program.

The student completes the Graduate Degree Curriculum Form GS2. The form is in electronic form and may be found here. The student is responsible for completing the form online (no handwritten forms are accepted) in ample time to allow for routing and faculty e-signatures in advance of the due date. Any changes in student Curriculum Plan of Study and/or the composition of the Committee require submission of a new GS2 form signed by all committee members and appropriate administrators. **Note the deadline dates listed in the current Graduate Student Policy Handbook for submission of the final copy of the GS2 form!** These deadline dates are also listed on the Graduate School web site.

DNP Practice/Project Hours

Each student must complete minimum of 1,000 hours of practice post-baccalaureate hours for the DNP Program. Credit may be given for hours completed in the master's program (maximum of 500). MS-DNP students who are admitted with less than 500 approved hours from their MS(N) program, will need to sign up for additional project hours NURS 8790 with 1 credit hour equaling 50 clock hours. Students may complete more than 1,000 based on time to complete DNP Projects. The ratio of clock to credit hours is 50 to 1 (50:1). The project hours for each course are estimated to include:

- DNP Project I 3(1,2) is approximately 100 hours
- DNP Project II 4(0,4) is approximately 200 hours
- DNP Project III 4(0,4) is approximately 200 hours.

SECTION VI-
Doctor of Nursing Practice Project Information and Resources

According to the AACN DNP Essentials on the DNP Project, "Rather than a knowledge generating research effort, the student in a practice-focused program [DNP] generally carries out a practice application oriented final DNP Project" (AACN, 2006, p.3). The DNP project is measured according to contribution to improved outcomes rather than its contribution to generalizable knowledge. DNP projects should focus on the application of new science, its application and evaluation. (AACN, 2015) PhD programs focus on generating knowledge through rigorous research and statistical methodologies that may be broadly applicable or generalizable; practice focused DNP programs generate new knowledge through innovation of practice changes, the translation of evidence and the implementation of quality improvement processes in specific practice settings, systems or within specific populations to improve health or health outcomes.

What is a DNP Project?

1. The DNP Project synthesizes both coursework (DNP Essentials) and practice application.
2. DNP Projects should:
    a. Focus on a change that impacts healthcare outcomes.
    b. Have a system (micro-, meso- or macro- level) or population/aggregate focus
    c. Demonstrate implementation in the appropriate area of practice.
    d. Include a plan for sustainability.
    e. Include an evaluation of processes and/or outcomes (formative or summative)
    f. Provide a foundation for future practice scholarship.
3. Integrative and systematic reviews alone are not considered a DNP project.
4. Projects must demonstrate potential benefit for a group, population, or community rather than an individual patient.
5. Group project are acceptable if each student; meets all the requirements for the project, maintains a leadership role in at least one component of the project and are held accountable for a deliverable.
6. ***DNP Projects are focused on the implementation of existing research. The discovery of new knowledge is not an appropriate focus for the project. There must be sufficient research evidence related to the project focus.***

DNP Projects vs. Research

The definition of "research" under 45 CFR 46.102(d), is "…a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge…" . Research based programs traditionally focus on research that generates knowledge through rigorous research and statistical methodologies that may be broadly applicable or generalizable.

According to the American Association of Colleges of Nursing (AACN) DNP Essentials on the DNP Project, "Rather than a knowledge generating research effort, the student in a practice-focused program [DNP] generally carries out a practice application oriented final DNP Project" (AACN, 2006, p.3). The DNP project is measured according to contribution to improved outcomes rather than its contribution to generalizable knowledge. DNP projects should focus on the application of new science, its application and evaluation. (AACN, 2015)

Acceptable DNP Project Types (Adapted from NONPF, 2024)

- Quality improvement/quality assessment projects.
- Development and/or implementation of healthcare policy.
- Program development and/or evaluation/implementation of evidence-based practice.

Examples of Unacceptable Projects

- Development of a website as the sole purpose and outcome of the project.
- Projects that cannot be measured or evaluated
- Literature Review as the only method of evaluation.

DNP Project Committee Guidelines

No part of the DNP Project may be implemented until approved by the DNP Project Team and IRB approval for all facilities has been obtained.

- **Project Committee Members**
  - The DNP Project will consist of two (2) faculty members from the School of Nursing or one (1) faculty member from the School of Nursing and a second member from outside the School of Nursing. One faculty member will serve as the Project Lead (chair). The Project Lead will be assigned by the Graduate Director/Program Coordinator.
  - The Project Lead (chair) must have an earned doctorate and hold a full-time, regular faculty position in the School of Nursing.
  - There must be at least two (2) team members who hold an earned doctorate or terminal degree and hold a full-time, part-time, or adjunct or graduate faculty position in the School of Nursing. (Student is to send a CV/resume for the non-SON person to the Project Lead for submission to the Tenure, Promotion and Reappointment Committee).
  - The non-Clemson SON expert committee member should be one who brings expertise to the project in content area, methodology and/or evaluation, and the clinical or service area. This person must have a history of engagement in research and scholarship. The non-SON committee member is not required to have an earned doctorate as long as the student has at least two (2) committee members/chair who meet the terminal degree criteria.
  - The Project Team must consist of two (2) faculty members from the School of Nursing. Both faculty members are required to have a terminal degree (for example; PhD or DNP).

- **DNP Project Topic Approval**
  - DNP student will submit a brief one-page description of the proposed project that must be approved by the Project Lead (see Topic Approval Form in Canvas).
    - If the project is part of a larger project, the project components must be clearly delineated as independent DNP student work and the student must be allowed to publish and present her/his part of the project. Projects already in progress are not eligible.
  - Once approved by the Project Lead, the proposal is then sent to the other Team members for approval.

- **Scheduling**
  - The final project presentation should be scheduled with the Project Lead at least 3 weeks prior to Graduate School due dates (per the Academic Calendar) for graduation. The project team must all agree that the project is complete and ready to be disseminated publicly.

- **DNP Team Lead (Chair) Responsibilities**
  - Guide student through process with regular meetings and contact.
  - Oversight of project planning, implementation and evaluation.
  - Oversight of student preparation for public dissemination (abstract, poster/podium presentation, publication).
  - Oversight of manuscript submission if required. Second author for any scholarly work resulting from this project. Student will be Primary Author, followed by Team Lead (chair) and external committee members (unless otherwise negotiated with the Team at initiation of project).

- **DNP Team Member (Committee) Responsibilities**
  - Meet regularly with the Chair and/or student.
  - Advise the DNP student on project planning, implementation and evaluation in relation to the topic area and/or facility.
  - Work closely with committee Chair on project progression.
  - Contributing author for any scholarly work resulting from this project.

Approval of Proposed Project

Students should check with their DNP Project Lead (Chair) about any special requirements regarding preparation of the proposal. All committee members should have input into the initial proposal/project. The graduate student is responsible for making sure that the Team members receive copies of the proposal well in advance of all meetings, for arranging a mutually agreeable time for meetings, and for reserving a room in conjunction with the Team Lead (Chair). *Projects may require Clemson University Institutional Review Board approval. Other approvals may be required based on facility requirements.*

DNP Project Courses-(NURS 9090, 9100 and 9110)

All DNP Project forms are available to current students on the student CANVAS page

- NURS 9090-Proposal development (approximately 100 project hours)
- NURS 9100-Project Implementation (approximately 200 project hours)
- NURS 9110-Project Analysis and Manuscript Writing (approximately 200 project hours)

Checklist of Forms and Tasks for Completing the Project (checklist in Canvas)

1. DNP Project Request Appointment of Committee Form (indicate Lead and Team Members)
2. DNP Project Topic Approval Form
3. DNP Project Affirmation Statement
4. External Team member approval (CV submitted to Team Lead)
5. DNP Project Practice Letter of Support (if required by facility)
6. Complete GS2 (see section on GS2)
7. Complete Project Proposal in NURS 9090. Submit to Project Team for approval and schedule Proposal Defense (Candidacy)
8. Complete Proposal defense and form GS5D
9. Apply for Facility and/or CU IRB approval
10. Poster presentation of project at designated CU Conference
11. Final Project manuscript approval by Project Team and oral defense completed (form GS7D)

Institutional Review Board Approval

- Please see IRB Guidance Document in Canvas for most up to date information regarding IRB.
- DNP Projects **cannot** begin until the entire project team has approved of the proposal and an IRB determination is made through the healthcare facility and/or CU IRB Office.

https://www.clemson.edu/research/division-of-research/offices/orc/irb/whatneedsreview.html

Procedures for Reviewing and Approving DNP Projects

- All projects being conducted at an outside facility must contact that facility's IRB office for direction on required processes for IRB review.
- Any letters obtained from the facility's IRB office will stand in place of letters from the CU IRB office.

AnMed Health, Bon Secours and Prisma Health DNP IRB & Project Requirements

If you are working with one of our partner facilities, it is required that you contact the IRB office and have your project approved prior to any work.

AnMed Health

1. Please contact Andrea Franks, andrea.franks@anmedhealth.org or 864-512-8551 in order to notify the Nursing Research/EBP Council that you have potential project.
2. Schedule time to present project to Research/EBP Council for approval.
3. Upon approval by council, notify Kerri Shiflett, IRB Coordinator, kerri.shiflett@anmedhealth.org or 864-512-3813 that study/project has been approved and is ready to begin IRB process.
4. IRB process and approval
5. Conduct research/project
6. Upon completion of research/project, formal report to BOTH IRB and Nursing Research/EBP Council is required.

Bon Secours Mercy Health

1. Please contact Sue Henderson sue_henderson@bshsi.org for directions on IRB approval.

Prisma Health

1. Information on Prisma IRB Research Requirements can be found here.
2. IRB Application can be found here.
3. Program Coordinator or Team Lead will contact the Academic Liaison to begin review process.

The DNP Project Lead (chair) will be responsible for reviewing and approving their student's projects. If students submit project proposals that do not meet the guidelines for an appropriate DNP project, then the Project Lead will provide detailed feedback and will work with the students to ensure that any necessary changes will be implemented.

Informed Consent vs. Understanding of Participation

Participants involved in projects deemed "human subjects research" by IRB must include an Informed Consent (https://www.clemson.edu/research/division-of-research/offices/orc/irb/forms.html). Projects that do not involve "human subjects research" may have an **Understanding of Participation** for individuals who choose to participate in the DNP Project.

Retention of Documents

All documents related to student projects (i.e., information letters, protocols, and surveys) must be retained for 1 year post graduation. If these are electronic documents, they can be stored on a university approved cloud storage system. If the documents are paper documents, they must be scanned into the university approved cloud storage and stored by the project chair. In the event that the project chair leaves the university, the documents will be transferred to the Program Coordinator.

Publications and Presentations

Students who desire to present or publish their DNP Projects can do so as long as the distinction is made that the information was obtained through a DNP Project and not as contributing to generalizable knowledge. These projects do not have to submit the proper documentation to the Clemson University Institutional Review Board in order to present or publish. These students cannot make reference to their project being "research" or a "research study". They also cannot make generalizations based on the findings. Publishing or presenting a DNP Project usually involves suggesting potentially effective models, strategies, assessment tools or provide benchmarks. However, if the student desires to turn the project into a research study, enroll new participants, and/or wants to generalize the findings, then an application will need to be submitted to the Clemson University Institutional Review Board prior to data collection.

Completion of Degree Requirements

Due Dates: It is student responsibility to know all deadline dates for Graduate School Graduation Requirements and Deadlines.

Plan of Study due in the first semester (GS2):

A degree seeking student must file a graduate degree curriculum (form GS2) in accordance with the Enrolled Student Service's timeline – the initial GS2 is filed when a Plan of Study is completed after 9 hours of coursework and a revised or final GS2 when the student selects their committee Chair and committee members. The form is in electronic form and may be found here.

Instructions for Completing the GS2 Form (2-step process)

Courses completed more than those required by the Advisory Committee should not be listed on the GS2. Definite required courses should be listed first while elective courses may be listed in an optional manner under a sub-heading such as "any 2 of the following 4 courses." The Electronic submission is a 2-step process.

- **Step One**: All courses required for the degree, must be included on the GS2 electronic form (please see individual plan of study for courses). Definite required courses should be listed first while elective courses may be listed in an optional manner under a sub-heading such as "any 2 of the following 4 courses." Make sure to include all clinical labs associated with clinical management courses. The Electronic submission is a 2-step process.
- **Step Two**: Once the committee has been selected, and each person has accepted electronically, you will need to submit a new GS2 with the new committee members and your Plan of Study. The Plan of Study is the list of courses or your program (given to you at orientation).

Transfer Credits

Credits to be transferred must be labeled by an asterisk in the list of required courses and must bear the course number listed in the catalog of the institution(s) awarding the credits. The institution(s) and grade(s) should be identified along with the course(s) in the space provided below. Do not use the corresponding Clemson University course numbers on the front page or below. All transfer credit has to be approved by faculty and the Director of Graduate Programs. Transfer credits must not have been used to satisfy the requirements for any other degree and must have been completed within the six-year period preceding the date the graduate degree will be awarded. Transfer courses cannot be revalidated for graduate credit. There are no exceptions to this requirement.

Revision of the Preliminary Graduate Degree Curriculum and/or Advisory Committee

Any revision in graduate degree requirements or committee membership listed on the Form GS2 will require submission of a new form and approval of all committee members and appropriate administrators.

CU SON Conference/Translational Research Symposium Poster Information

Attendance at the annual CU SON Conference/Translational Research Day is **required** for graduation. The student will be notified of this date in advance. Students who are in their last semester prior to graduation will be expected to create a poster and present at this conference. The conference is usually held in the spring each year. Students who need printer and plotting services, can check with Clemson Printing to determine what resources may be available for their use at 864-656-4766. Prices vary depending on size of poster. The fee is charged to student accounts. They complete the printing with 24 hours. Instructions for downloading and sending to them can be found here. Poster size: 48 inches wide and 36 inches high.

Candidacy (GS5D, completed after NURS 9090)

Candidacy is completed through Written and Oral Project Proposal submissions. The Project Proposal will be approved by the student's DNP Project Team and will be shared during a formal presentation. Successful completion of the Project Proposal will move the DNP student into candidacy. At the time of candidacy students may begin using the credential DNP(c). Unsuccessful completion will require a resubmission. A second unsuccessful completion will follow Graduate School policies.

DNP Project Written Proposal Guidelines

The project proposal will be presented to the DNP Project Team in both written and oral formats. The proposal should be written in APA format. The maximum length of the proposal should be no more than 15 pages, typed, double spaced. A successful oral presentation and approved written proposal are required for the DNP student to achieve Candidacy (form GS5D). The following components of the proposal are required but additional information may be required from Project Chair/Team Members. See rubric in Canvas.

A. Title page (must include name of project, student's name, names of Project Team and "Clemson University School of Nursing Doctorate of Nursing Practice Project")
B. Abstract (150-250 word summary of your paper)
C. Introduction
- Introduce the problem (problem statement)
- Purpose/specific aims/objectives-purpose of project and how it will address the problem
- Background of problem
- Significance of problem related to healthcare, nursing, and advanced practice
- Impact of project on system or population

D. Synthesis/Concepts/Theory
- Synthesis of evidence related to problem, including strengths, weaknesses, gaps and limitations
- Concepts and definitions
- Theoretical or conceptual framework-how it will guide/inform project

E. Methodology
- Project design (recruitment plans, procedures to implement project, IRB approval)
- Setting/population (description, identify stakeholders, facilitators and barriers to implementation, include target population)
- Data collection tools including validity and reliability (how will data be collected)
- Plan for data analysis (who will be involved in analysis, statistical tests to be utilized)
- Resources needed/budget justification

F. Dissemination Plan
- Written and oral dissemination options (journals, conferences, presentations)

G. Appendices
- References
- Tables
- Figures
- Letters of support
- Data collection instruments

DNP Project Oral Proposal Presentation Guidelines

The student will present a 20-30 minute PowerPoint presentation to the project team describing the key components of the proposal. The presentation may be in person or via Zoom. The student is responsible for scheduling this presentation after coordinating with the Project Team Chair and other Project Team members. See presentation rubric.
****Both completed proposal and Proposal Presentation MUST be completed by September 30th of the 2nd DNP year (completed after DNP Project I NURS 9090).**

The Final Project Manuscript and Defense (completed during NURS 9110)

All members of the Project Team should have copies of the project paper well in advance and arrange for a mutually convenient date. The final project defense will be held only after all Team members have had input into the final project paper and the Team deems the project ready to be presented. The project defense normally requires one hour. The DNP student is also responsible for bringing the typed GS7D form to the defense. The GS7D may be obtained here. Deadline dates are published for final project defense and graduation can be found at: www.grad.clemson.edu.
The purpose of the project defense is to have a formal overview of the purpose of the project, what has been accomplished by the project and to approve the final product negotiated with the Team Lead. At this point, the graduate student is the expert in this particular research project and should be ready to discuss and answer questions. The Project Team will ask questions and give their ideas and responses related to the project. Anticipate being asked to leave the room while the faculty discusses their approval of the defense. The team members will decide if any final changes are needed, and if all members approve, will sign the GS7D form.

DNP Project Final Manuscript Written and Oral Presentation Guidelines

In accordance with the Clemson University Graduate School Announcements, each candidate for the Doctor of Nursing Practice (DNP) is required to pass a public defense of their DNP Project to be graded by the student's committee at least three weeks before the degree is to be awarded. One hour is allotted for the project defense.

The project defense will summarize and present the DNP Project, resulting outcomes and plans for dissemination. The Graduate School will be notified by the DNP Project Lead of the time and place of the defense at least ten days prior to the scheduled time. Members of the faculty, as well as members of the University community and the practice facilities involved are invited to attend. Within three days after the examination, the Lead will notify the Graduate Dean of the results of the examination by forwarding the appropriate form (Form GS7D) to the Graduate School.

A student who is unsuccessful on the project defense may be allowed a second opportunity only with the recommendation of the project team. A second unsuccessful attempt will result in dismissal from the Graduate School.

Preparation for the Project Defense Presentation

- Submit final draft of manuscript to team at least two weeks before project defense
- Prepare electronic presentation (PowerPoint, or other platform). Presentation should take about 45 minutes (about 30-45 slides – avg 1 minute per slide)
- Make copies for team members and anticipated other attendees
- Practice presentation several times before day of defense
- Allow time for audience questions

After Presentation

- Meet with project team to identify changes to manuscript, and presentations.
- Make changes and submit to team within 1 week of defense

DNP Final Oral Project Presentation Guidelines

The student will present their project, lasting approximately 30 minutes, in a PowerPoint presentation to the project team and audience. After the presentation, the Project Lead will open the floor for questions/discussions. Following questions, the student and audience will be excused from the presentation while the team members deliberate the outcome. The presentation may be in person or via Zoom. The student is responsible for scheduling this presentation after coordinating with the Project Team Lead and other Project Team members. See presentation rubric. If the student fails to pass the final presentation or project manuscript, a plan for remediation will be developed by the project team, DNP Coordinator and the student. Failure to pass the second presentation and manuscript submission, will result in dismissal from the DNP program.

****Both final manuscript and oral presentation MUST be successfully completed by April 1st of the final semester with an average cumulative score of 80% or higher prior to intended graduation.**

DNP Final Written Manuscript Guidelines

The manuscript should be written in APA format. The maximum length of the paper should be no more than 30 pages, typed, double spaced. The following components of the manuscript
are required but additional information may be required from Project Lead/Team Members. See rubric for additional information.

A. Title page (must include name of project, student's name, names of Project Team and "Clemson University School of Nursing Doctorate of Nursing Practice Project")
B. Abstract (150-250 word summary of your paper)
C. Introduction
- Introduce the problem (problem statement)
- Purpose/specific aims/objectives
- Background of problem
- Significance of problem related to healthcare, nursing, and advanced practice
- Impact of project on system or population

D. Synthesis/Concepts/Theory
- Synthesis of evidence (literature review) related to problem, including strengths, weaknesses, gaps and limitations
- Concepts and definitions
- Theoretical or conceptual framework

E. Methodology
- Project design
- Setting/population
- Data collection tools including validity and reliability
- Resources/budget justification

F. Evaluation/Data Analysis and Results
- Data analysis
- Results comprehensively described
- Tables and figures support discussion, and are well designed (if appropriate)
- Results are linked to framework/aims/objectives

G. Conclusion/Impact on Practice
- Impact of results on practice, or policy
- Future implications for practice, policy and/or education clearly defined
- Strengths and limitations of the project
- Sustainability of project implementation (How will the project be maintained after you are finished? How will it be funded? Who will be responsible for continued oversight?)

H. Dissemination Plan
- Written and oral dissemination options (journals, conferences, presentations)

I. Appendices
- References
- Tables/Figures
- Consent forms, email templates, recruitment materials, etc.
- Letters of support, data collection instruments

Section VII: Clinical Management Course Information

Please see Graduate Clinical Handbook for details on Clinical Management Courses and Clinical Rotations.