



College of Behavioral, Social and Health Sciences

**DOCTOR OF NURSING PRACTICE (DNP)
STUDENT HANDBOOK
2020-2021**



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Section I: The Clemson University School of Nursing Welcome!

Welcome to the Doctor of Nursing Practice (DNP) program. We are so excited that you have been selected as part of an amazing team of students and faculty. We know that committing to doctoral study is a significant commitment for you and your family. We want for you to have a challenging, rewarding and enriching educational experience with us. This handbook was prepared as a supplement to the current *Graduate Student Policy Handbook*. The *Graduate Student Policy 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 them on the Graduate School webpages

<https://www.clemson.edu/graduate/students/policies-procedures/index.html>

~School of Nursing Faculty and Staff~

The School of Nursing Overview

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

In a climate of rapid changes in the health care system, driven by control of costs of health care, nursing is recognized historically and currently as a major health care provider in health promotion, health maintenance and rehabilitation. Nurses have more sustained contact with recipients of health care than any other health care professional. They are often the first responders to health care problems of the public. In addition to being the provider of direct care and the manager of health care provided by others, nurses are the advocates, teachers and counselors for health care recipients. Nurses are increasingly involved in complex decisions crucial to the life and safety of patients. They accept greater responsibility for care, which was previously assumed by other disciplines. Because 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 directed by Dr. Kathleen Valentine, Associate Dean and Director, who is responsible for all programs in the School of Nursing,

The College of Behavioral, Health and Social Sciences is headed by Dr. Leslie Hossfeld, Dean. The College of Behavioral, Social and Health Sciences is comprised of the academic units of Nursing, Communication, Political Science, Psychology, Public Health, Parks, Recreation & Tourism Management, Sociology, Anthropology & Criminal Justice, and Youth, Family & Community Studies.

National Accreditation

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

Statement of Equal Opportunity

The School of Nursing follows the University policy in conducting its programs and activities involving admission and treatment of students, employment, teaching, research and public service in a non-discriminatory manner. “Clemson University does not discriminate against any individual or group of individuals on the basis of age, color, disability, gender, national origin, race, religion, sexual orientation or veteran's status”

(<https://www.clemson.edu/brand/guide/voice/approved-statements.html>).

Student Accessibility Services

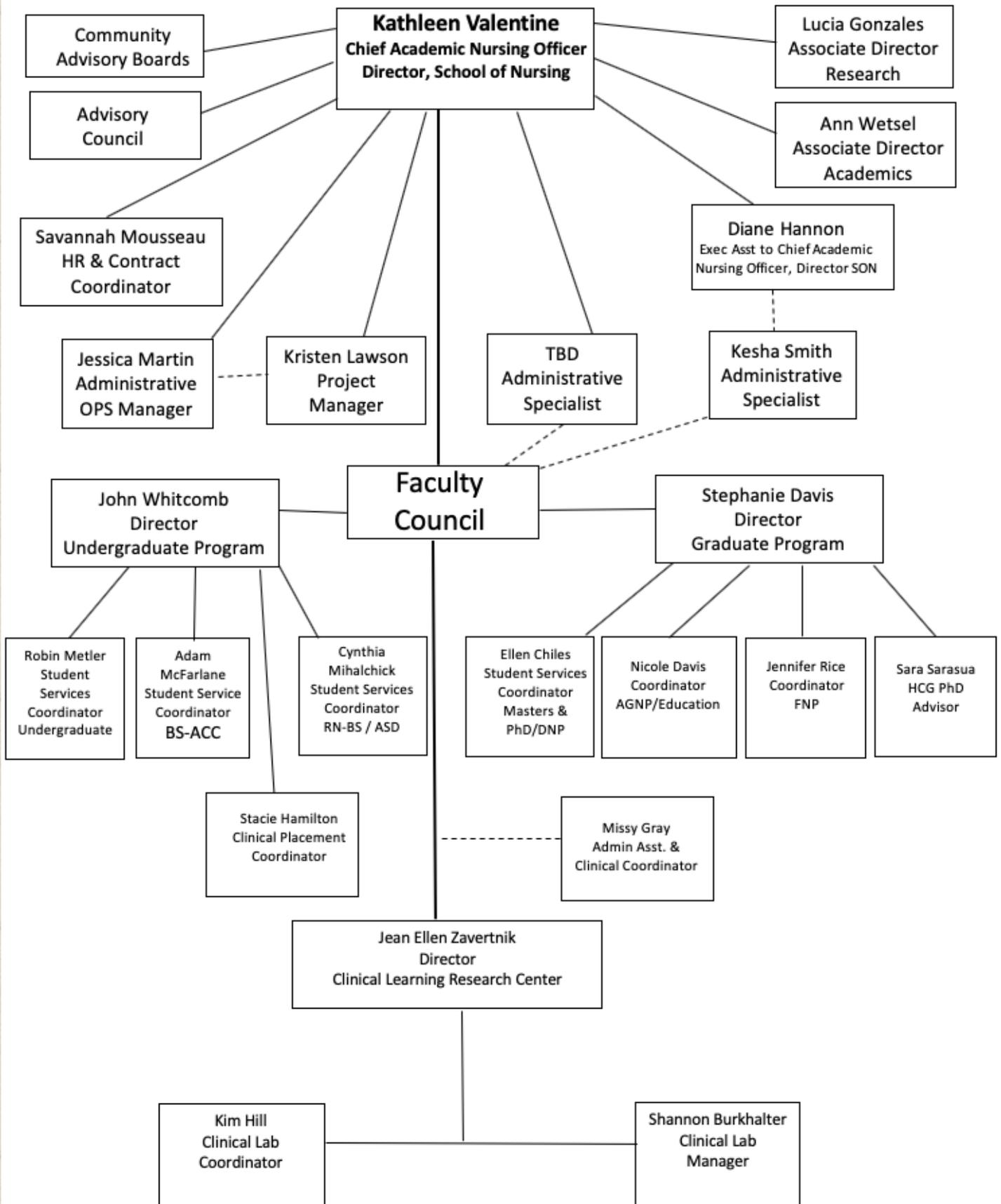
Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular 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 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:

<https://www.clemson.edu/academics/studentaccess/>

Civility Statement

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

Clemson University School of Nursing Organizational Chart



Important Contact Information

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Clemson University School of Nursing Support Staff

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Additional Resources

Jenessa McElfresh, Resource Librarian for Nursing, Clemson Main Library, 864-656-0694,
jmcelfr@clemson.edu

Mike Namaranian, CU Bookstore, 864-656-2050, mnamar@clemson.edu

Clemson Computing and Information Technology (CCIT), 864-656-3494, ithelp@clemson.edu

School of Nursing

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

Mission

The mission of Clemson University School of Nursing, as a scholarly center of learning, is to educate students at the baccalaureate, master's, and doctoral levels to become healthcare professionals who advance scientific knowledge and evidence-based practice through research and outreach.

Vision

Clemson University School of Nursing will shape the future of nursing and healthcare through leadership, scholarship, and practice to optimize the health and quality-of-life for the people of South Carolina, the nation, and the global community.

Goals

- **Research:** The School of Nursing will contribute to the health innovation area of focus within the Clemson University research priority by increasing visibility of School of Nursing as scientists pursuing research.
- **Engagement:** The School of Nursing will be recognized as a leader for fostering connectivity, collaboration, and creativity between student, faculty, and alumni groups with the global, local, and interprofessional communities, both in and outside the classroom.
- **Academic Core:** The School of Nursing will cultivate and deliver academic excellence in nursing and healthcare genetics using sustainable, innovative, and interprofessional pedagogies to create a seamless transition from didactics to clinical practice.
- **Living:** The School of Nursing will enhance the living environment by leading health and wellness programs that nurture a climate of diversity, inclusion and respect.

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

The School of Nursing contributes to the improvement of the health and quality of life of South Carolinians through its related activities in teaching, research and service. The School of Nursing is directed by Dr. Kathleen Valentine, Director and Chief Nursing Academic Officer, who is responsible for the bachelor's, master' and Doctor of Nursing Practice (DNP) programs in nursing and Healthcare Genetics, PhD. The College of Behavioral, Social and Health Sciences (CBSHS) is headed by Dr. Leslie Hossfeld, Dean. CBSHS is comprised of the academic units of Nursing, Communication, Political Science, Parks, Recreation & Tourism Management, Public Health Sciences, Psychology, Sociology, Anthropology and Criminal Justice, and Youth, Family and Community Studies.

Section II: Purpose, Objectives, and Curriculum Information

The Doctor of Nursing Practice Degree Program Overview

The Doctor of Nursing Practice (DNP) is an online post-master's 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 advanced practice nurses (APNs) 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.

The DNP is a 35-credit hour program. All course work will be provided in an online format. Students will spend up to 2 days/ year during the summer in on-campus immersion experiences for a program orientation and translational research symposia (a maximum of three summer immersions is anticipated). Immersion days will take place the last Thursday and Friday of July each year. Students complete didactic coursework in a part-time program (minimum of 6 semesters). 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.

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.

Admission and Post-admission Requirements

The following requirements need to be met for an admission application to be considered:

- [Online Application](#)
- [Official TOEFL/IELTS scores for International Students](#)
- Official Transcripts for all post-secondary coursework are required documentation by the nursing program of clinical practice hours for the DNP nursing program
- [Three letters of Recommendation addressing academic ability and practice knowledge/skills](#) by master's or Doctorally prepared persons familiar with your work
- Bachelor's degree in Nursing from a nationally accredited program
- Master's degree in Nursing from a nationally accredited program
- MS nursing GPA of 3.0 or higher - applicants who attended a program with pass/fail grades will not be considered competitive
- Unencumbered, active Registered Nurse (APRN) license throughout the duration of the program for state in which DNP Project will be completed
- Current NP/CNS national certification in specialty area (throughout duration of program)
- Graduate course in statistics
- Resume or Curriculum Vitae
- Personal statement – background, career goals and how the DNP program will support fulfillment of your goals
- Professional liability insurance with the non-direct care rider
- Nursing practice verification of hours
- Master's program verification of hours
- Letter of support from practice or healthcare institution/system for DNP Project

Post Admission Requirements:

- Background check. A positive background check may preclude students from completing the project requirements thus preventing completion of the program.
- Note: There will be a mandatory on campus immersion experience the last Thursday and Friday of July of each year in the program

As of January 1, 2017, applicants who graduated from program(s) that award pass/fail grades for all courses will not be considered competitive applicants.

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* 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/offers.

CURRICULUM PLAN FOR CLEMSON UNIVERSITY DOCTOR OF NURSING PRACTICE

PART TIME

Curriculum by Year					
Post-Master's DNP Curriculum Part Time Plan of Study - Year 1					
Fall		Spring		Summer	
Course	Credits	Course	Credits	Course	Credits
NURS 9010 DNP Role, Theory & Philosophy	3	NURS 9040 DNP Leadership in Healthcare Systems	3	NURS 9070 DNP Healthcare Economics & Finance	3
NURS 9020 DNP Clinical Epidemiology & Biostatistics	3	NURS 9050 DNP Health Informatics	3	NURS 9080 DNP Genomics, Ethics & Health Policy	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Post-Master's DNP Curriculum Part Time Plan of Study - Year 2					
Fall		Spring		Summer	
Course	Credits	Course	Credits	Course	Credits
NURS 9030 DNP Evidence Integration	3	NURS 9060 DNP Outcomes Management	3	NURS 9110 DNP Project III	4
NURS 9090 DNP Project I	3	NURS 9100 DNP Project II	4		
Total Semester Hours	6	Total Semester Hours	7	Total Semester Hours	4

- There are 35 total credit hours in the program.
- Additional project hours may be required as all DNP graduates must complete a minimum of 1,000 hours of practice post-baccalaureate hours, including precepted practicum hours earned from the MS Nursing Program.

Course Descriptions

Nursing 9010: DNP Role, Theory, & Philosophy 3(3,0)

This course examines the role of the DNP and the philosophical, historical, and theoretical underpinnings of the discipline through analysis of nursing theories and concepts including integration of knowledge from biological and social sciences; role development; and translation of knowledge into the practice.

Nursing 9020: DNP Clinical Epidemiology and Biostatistics 3(3,0)

This course is designed to build upon principles learned in introductory epidemiology and statistical courses in an applied clinical setting. Analytical techniques used to analyze and interpret data for advanced nursing practice, emphasizing clinical applications of epidemiological and biostatistical concepts. Emphasis is on applications of these methods, with enough derivation to comprehend the procedures. Principles and methods of data analysis center to understanding health-related indicators for population health management will be used.

Nursing 9030: DNP Evidence Integration 3(3,0)

Focuses on the process of literature synthesis with the goal of analyzing, integrating and applying the evidence. Students will formulate practice recommendations to critically appraise existing guidelines and other forms of evidence. Principles of scientific inquiry, quantitative and qualitative research methods and research ethics will be explored.

Course Descriptions

Nursing 9040: DNP Leadership in Healthcare Systems 3(3,0)

Examines transformational leadership in complex health care organizations. Emphasis on complexity, leadership principles, context, culture, assessment of strengths and opportunities, strategic planning, and leading change.

Nursing 9050: DNP Health Informatics 3(3,0)

Focus on the nature, acquisition and analysis of clinical data management of nursing information to support clinical and administrative decision-making, will be explored. Emphasis is placed in becoming knowledgeable and competent with available resources to manage data relationship to patient care and patient outcomes.

Nursing 9060: DNP Outcomes Management 3(3,0)

Examines the science of systems improvement including the models, methods, and tools of process improvement applied to healthcare. Emphasis is on designing outcomes and evidence-based safe and efficient processes and workflows to achieve customer satisfaction and targeted outcomes.

Nursing 9070: DNP Healthcare Economics and Finance 3(3,0)

Analysis of healthcare economic trends, diverse factors which influence production and distribution of health services, reimbursement issues and funding sources. Application of key principles and methods of financial analysis, which include cost analysis, and budgeting and cost analysis.

Nursing 9080: DNP Genomics, Ethics, and Health Policy 3(3,0)

Analysis of relationships among political climate, policy design, and government action as related to ethical, legal and social issues surrounding availability of genetic information. Examination of ethical perspectives and outcomes on health policies relating to genomic issues plus contemplated actions based on emerging diagnostic technologies.

Nursing 9090: DNP Project I 3(1,2)

A practice immersion experience that enables synthesis literature and knowledge from nursing and other sciences. In this course the DNP student will complete the first phase of the DNP Project: literature search, synthesis of literature, and development of the DNP Project Plan.

Nursing 9100: DNP Project II 4(0,4)

A practice immersion experience that enables student to obtain Institutional Review Board approval and allows implementation and data collection for the DNP Project. In this course the DNP student will complete the second phase of the DNP Project: Institutional Review Board approval, implementation, and data collection.

Nursing 9110: DNP Project III 4(0,4)

A practice immersion experience that enables student to evaluate collected data to identify the impact on healthcare outcomes from the DNP Project. In this course the DNP student will complete the final phase of the DNP Project: evaluation and dissemination of findings.

DNP Essentials

“The DNP Essentials outline the curricular elements and competencies that must be present in programs conferring the Doctor of Nursing Practice degree... DNP Essentials 1 through 8 are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.” <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf> The DNP Essentials will be incorporated into your portfolio so make sure you are familiar with them.

AACN DNP Essentials, Selected Corresponding DNP Courses, and Related Course Objectives

DNP Essential	Corresponding DNP Program Courses	Related Objectives
Essential I: Scientific Underpinnings for Practice	<p>NURS 9010: DNP Role, Theory, & Philosophy This course examines the role of the DNP and the philosophical, historical, and theoretical underpinnings of the discipline through analysis of nursing theories and concepts including integration of knowledge from biological and social sciences; role development; and translation of knowledge into the practice.</p> <p>NURS 9090: DNP Practice Integration Project I (PIP I) A practice immersion experience that enables synthesis of literature and knowledge from nursing and other sciences.</p>	<p>NURS 9010 Objective 4: Utilize science-based theories and concepts to determine the nature and significance of health and health care delivery.</p> <p>NURS 9090 Objective 2: Design an evidence-based integrative project aimed at solving a practice problem, improving health, or educational or performance outcomes</p>
Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking	<p>NURS 9040: DNP Leadership in Healthcare Systems: Examines transformational leadership in complex health care organizations. Emphasis on complexity, leadership principles, context, culture, assessment of strengths and opportunities, strategic planning, and leading change.</p> <p>NURS 9070: DNP Healthcare Economics and Finance: Analysis of healthcare economic trends, diverse factors which influence production and distribution of health services, reimbursement issues and funding sources. Application of key principles and methods of financial analysis, which include cost analysis, and budgeting and cost analysis</p>	<p>NURS 9040 Objective 3: Analyze the distinctive challenges associated with managing and leading complex organizations through change</p> <p>NURS 9070 Objective 1: Synthesize the roles and responsibility of the DNP related to healthcare economics and finance.</p>

DNP Essential	Corresponding DNP Program Courses	Related Objectives
<p>Essential III: Clinical Scholarship and Analytical Methods for Evidence- Based Practice</p>	<p>NURS 9020: DNP Clinical Epidemiology and Biostatistics: This course is designed to build upon principles learned in introductory epidemiology and statistical courses in an applied clinical setting. Analytical techniques used to analyze and interpret data for advanced nursing practice, emphasizing clinical applications of epidemiological and biostatistical concepts. Emphasis is on applications of these methods, with enough derivation to comprehend the procedures. Principles and methods of data analysis center to understanding health-related indicators for population health management will be used.</p> <p>NURS 9030: DNP Evidence Integration Focuses on the process of literature synthesis with the goal of analyzing, integrating and applying the evidence. Students will formulate practice recommendations to critically appraise existing guidelines and other forms of evidence. Principles of scientific inquiry, quantitative and qualitative research methods and research ethics will be explored.</p>	<p>NURS 9020 Objective 1: Apply epidemiological principles to the analysis of populations for clinical decision making in advanced nursing practice Objective 2: Apply biostatistical procedures to the analysis of populations for clinical decision making in advanced nursing practice</p> <p>NURS 9030 Objective 2: Formulate an answerable clinical or practice question.</p>
<p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Healthcare</p>	<p>NURS 9050: DNP Health Informatics Focus on the nature, acquisition and analysis of clinical data management of nursing information to support clinical and administrative decision-making, will be explored. Emphasis is placed in becoming knowledgeable and competent with available resources to manage data relationship to patient care and patient outcomes.</p> <p>NURS 9060: DNP Outcomes Management Examines the science of systems improvement including the models, methods, and tools of process improvement applied to healthcare. Emphasis is on designing outcomes and evidence-based safe and efficient processes and workflows to achieve customer satisfaction and targeted outcomes. Practicum with quality experts permits guided application of classroom content.</p>	<p>NURS 9050 Objective 2: Apply computer technology to the management of individuals, groups, and/or organizations in the roles of healthcare practitioner, administrator, educator, and/or researcher.</p> <p>NURS 9060 Objective 4: Evaluate methods for assessing outcomes of care, care systems, and quality improvement initiatives using healthcare information systems and patient care technology while honoring the ethical and legal protections related to personal health information and health communications</p>
<p>Essential V: Health Care Policy for Advocacy in Health Care</p>	<p>NURS 9080: DNP Genomics, Ethics, and Health Policy Analysis of relationships among political climate, policy design, and government action as related to ethical, legal and social issues surrounding availability of genetic information. Examination of ethical perspectives and outcomes on health policies relating to genomic issues plus contemplated actions based on emerging diagnostic technologies.</p>	<p>NURS 9080 Objective 4: Analyze healthcare and research policy related to ethical, legal and social implications of genetics/genomics to their clients and their family members</p>

DNP Essential	Corresponding DNP Program Courses	Related Objectives
<p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p>	<p>NURS 9040: DNP Leadership in Healthcare Systems Examines transformational leadership in complex health care organizations. Emphasis on complexity, leadership principles, context, culture, assessment of strengths and opportunities, strategic planning, and leading change.</p> <p>NURS 9060: DNP Outcomes Management Examines the science of systems improvement including the models, methods, and tools of process improvement applied to healthcare. Emphasis is on designing outcomes and evidence-based safe and efficient processes and workflows to achieve customer satisfaction and targeted outcomes. Practicum with quality experts permits guided application of classroom content.</p>	<p>NURS 9040 Objective 4: Demonstrate understanding of effective transformational leadership in selected health care environments</p> <p>NURS 9060 Objective 2: Examine leadership, management, and communication skills within complex healthcare systems to ensure the delivery of safe, effective, ethical, and fiscally responsible quality care in order to improve patient outcomes</p>
<p>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health</p>	<p>NURS 9020: DNP Clinical Epidemiology and Biostatistics This course is designed to build upon principles learned in introductory epidemiology and statistical courses in an applied clinical setting. Analytical techniques used to analyze and interpret data for advanced nursing practice, emphasizing clinical applications of epidemiological and biostatistical concepts. Emphasis is on applications of these methods, with enough derivation to comprehend the procedures. Principles and methods of data analysis central to understanding health-related indicators for population health management will be used.</p> <p>NURS 9110: DNP Practice Integration Project III (PIP III) A practice immersion experience that enables student to evaluate collected data to identify the impact on healthcare outcomes from the Practice Integration Project. In this course the DNP student will complete the final phase of the Practice Integration Project: evaluation and dissemination of findings.</p>	<p>NURS 9020 Objective 1: Apply epidemiological principles to the analysis of populations for clinical decision making in advanced nursing practice.</p> <p>NURS 9110 Objective 1: Synthesize the role of the DNP role in evaluating and disseminating an evidence-based integrative project aimed at solving a practice problem, improving health, or educational or performance outcomes</p>

<p>Essential VIII: Advanced Nursing Practice</p>	<p>NURS 9090: DNP Practice Integration Project I (PIP I) A practice immersion experience that enables synthesis of literature and knowledge from nursing and other sciences. In this course the DNP student will complete the first phase of the Practice Integration Project: literature search, synthesis of literature, and development of the Practice Integration Project Plan.</p> <p>NURS 9100: DNP Practice Integration Project II (PIP II) A practice immersion experience that enables student to obtain Institutional Review Board approval and allows implementation and data collection for the Practice Integration Project. In this course the DNP student will complete the second phase of the Practice Integration Project: Institutional Review Board approval, implementation, and data collection.</p> <p>NURS 9110: DNP Practice Integration Project III (PIP III) A practice immersion experience that enables student to evaluate collected data to identify the impact on healthcare outcomes from the Practice Integration Project. In this course the DNP student will complete the final phase of the Practice Integration Project: evaluation and dissemination of findings.</p>	<p>NURS 9090 Objective 1: Synthesize the role of the DNP in scholarship and quality improvement.</p> <p>NURS 9100 Objective 1: Synthesize the role of the DNP role in implementing an evidence- based integrative project aimed at solving a practice problem, improving health, or educational or performance outcomes</p> <p>NURS 9110 Objective 1: Synthesize the role of the DNP role in evaluating and disseminating an evidence-based integrative project aimed at solving a practice problem, improving health, or educational or performance outcomes.</p>
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Practice Hours

Each student must complete minimum of 1,000 hours of practice post-baccalaureate hours. Credit may be given for hours completed in the master's program. 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 – DNP Project I 3(1,2) is 100 hours, DNP Project II 4(0,4) is 200 hours, and DNP Project III 4(0,4) is 200 hours.

Dropping a Course

It is the students' responsibility to follow through with dropping a course with the Graduate School. Classes that are not dropped become incomplete and later convert to an F. Please see *Graduate Student Policy Handbook* for deadlines. Students must meet (virtually or in person) with the Director of Graduate Programs for any changes to the Plan of Study.

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 Director of Graduate Programs, who will confer with the faculty and student to resolve the issue. Resolution may also involve the SON Director and/or Associate Director. 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. See the Academic Grievance Policy and Graduate Handbook at https://www.clemson.edu/graduate/files/pdfs/PolicyHandbook_2019-20.pdf

Clemson University School of Nursing Doctoral Prepared Faculty

For a current listing of PhD and DNP prepared faculty who are eligible to serve on dissertation and project committees visit <https://www.clemson.edu/cbshs/departments/nursing/about/faculty-staff/index.html>

Section III: Program Information, Policies and Procedures

Advisement

Upon acceptance to the DNP program students are assigned to the Graduate Coordinator and the Student Services Coordinator as advisors who will develop the student's Plan of Study. Prior to starting NURS 9090 students will identify a committee Chair and committee members for the DNP Project. The Chair will be PhD or DNP prepared and hold a full-time faculty appointment. **The Director of Graduate Programs and the Graduate Student Services Coordinator will assist DNP students with ongoing advisement throughout the program.**

The student will meet with the Director of Graduate Programs to complete the Graduate Degree Curriculum Form GS2. This form can be found in iRoar. 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 (www.grad.clemson.edu).**

Graduate Academic Integrity Policy

“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.” (https://www.clemson.edu/graduate/files/pdfs/PolicyHandbook_2019-20.pdf, Pg 10)

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. (Violation reporting form on next two pages)

Clemson University School of Nursing Academic Integrity Statement

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](https://www.clemson.edu/graduate/students/theses-and-dissertations/plagiarism.html) 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 (<https://www.clemson.edu/graduate/students/theses-and-dissertations/plagiarism.html>).

Plagiarism is the most common form of violation. The definition of plagiarism does not differentiate 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. Never copy text *of any kind* and appropriate it as your own.

Printed Student Name: _____

Student Signature: _____ Date: _____

Witness Signature: _____ Date: _____

Charge of Graduate Academic Integrity Violation
(To be completed by Faculty)

The following student is being charge with a violation of the Academic Integrity Policy.

Student: _____ CUID: _____

Course/Section #: _____

Summary of Violation (Additional documentation may be attached):

Faculty Signature

Date

Student Signature

Date

(Signature is acknowledgment of charge and not an admission of guilt or innocence).

Faculty: Attached Turn it In report (or equivalent report) and/or other supporting documentation/evidence.

Copy to: Student record and Associate Dean of Graduate School.

Grading & Other Program Policies

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).

Program Progression

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. The DNP Program requires a **minimum grade of 80%** to pass each DNP course. Students in the graduate program must maintain an overall 3.0 GPA to remain in good standing. Students who fall below 3.0 GPA are placed on probation and subject to dismissal as specified in the *Graduate Student Policy Handbook*. Students must achieve a **minimum grade of 80.0** before any grade may be "rounded up." For example, 79.9 does not round up to 80. 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 may repeat one graduate nursing course only. Withdrawing from a course constitutes one attempt (excludes medical withdrawal). Students who are unsuccessful in a second nursing course are not eligible to continue in the program.

Attendance Policy:

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

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

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

Continuous Enrollment and Leave of Absence

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 full policy at:

<https://www.clemson.edu/graduate/students/policies-procedures/index.html>

Students unable to remain continuously enrolled must apply for a Leave of Absence at:

<https://www.clemson.edu/graduate/files/pdfs/GS-LoA.pdf>

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: <https://www.registrar.clemson.edu/html/formerStu.htm>)

Expectations of Professional Graduate Nursing Student Behavior

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 a 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. A School of Nursing patch should be purchased from the Student Nurses' Association (in the Nursing Suite) and must be placed either on the chest or upper arm of the lab coat.
4. 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.
5. 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.

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 policy at:

<https://www.clemson.edu/campus-life/student-conduct/classroom-behavior.html>

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).
 - Communicate respectfully (both verbally and in writing)
- *Link to ANA Code of Ethics: <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/>
- *Link to CU Classroom Behavior: <https://www.clemson.edu/campus-life/student-conduct/classroom-behavior.html>

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 don't 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, language and human 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.

Clemson University 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 FACILITY 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 work place.
- 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.

Summary of CU SON Social Media Policy: 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 web-sites 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.**

Health Insurance Portability and Accountability Act

All students are expected to comply with the guidelines of the Health Insurance Portability and Accountability Act (<http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html>).

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. See <https://lir.sc.gov/nurse/NLC.aspx> 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.

Name Change – Clemson University

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

<http://www.registrar.clemson.edu/pdf/namechg.pdf>

Financial Assistance

Assistantships:

These guidelines may be changed by the University without notice. 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 curriculum vitae to the School of Nursing Director. Most assistantships require a commitment of 10 hour/week (15 weeks/semester). Student who hold an assistantship receive a tuition waiver, a reduced fee for University charges, and a stipend for the hours they work. Students holding an assistantship must be enrolled for at least nine academic credits. 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 www.clemson.edu/finaid and the Graduate School (E-108 Martin Hall) or www.grad.clemson.edu. State level incentive grants and loan replacement opportunities may be available through the SC Office of Rural Health. Contact Stacey Day at Stacey@scorh.net or by phone at 803-454-3850 (EST), ext. 2009.

Admission and Continued Enrollment Requirements

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

All requirements should be submitted to Missy Gray, Clinical Coordinator, Clemson University Nursing Building, 605 Grove Rd., Greenville, office 465, mgray7@clemson.edu by the stated deadlines below:

All requirements due by August 1 of each year.

If requirements are not received by the due dates above, the School of Nursing will drop those students from all nursing courses. Incomplete packets will not be accepted. Please note that faxed copies will not be accepted. Original forms may be submitted in person or by email to mgray7@clemson.edu as a pdf attachment..

If dropped from courses, consideration for re-admission will only occur once all documentation has been submitted and is based on space availability and time of lapse from course. A late registration fee may apply. 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.**

Clemson School of Nursing Admission/Enrollment Requirements

(Include this cover page with submission – keep copies of all forms for your records)

Requirements must be submitted with this cover sheet completely filled out by the due dates listed above to Missy Gray, Clinical Coordinator, CU Nursing Building, 605 Grove Rd., Greenville, office 465, mgray7@clemson.edu, 864-720-2054.

Note. Redfern Health Center Immunization requirements differ and will need to be submitted separately from SON requirements (so you must submit twice)

Student Name: _____

Specialty (FNP, AGNP, EDU, Admin): _____ Date: _____

Admission/Enrollment Requirements Checklist

Submit on Admission:

- _____ Student Info/Personal Health History
- _____ Alcohol/Drug Policy & Drug Screen Permission Form
- _____ Acad/Integ Stmt
- _____ Drug Screen (submit 1x) Student may use Arcpoint (form attached to Welcome email) **OR** another lab. Student schedules drug screen and results must come directly from lab to SON Clinical Coordinator (mgray7@clemson.edu)
- _____ Copy of Federal Background check (www.srandi.com) - **Date completed:**
- _____ Hep B Immunization-series of 3 **OR** Titer-if over 5yrs, need another, if negative - need booster)
Immunization dates: _____, _____, _____ **or Titer date:** _____
- _____ Td/Tdap (Tetanus/Diphtheria/Pertussis)*if last dose is over 2yrs, Tdap is recommended
Immunization date: _____
- _____ MMR (measles, mumps, rubella - submit 1x - series of 2 on or aft 1yrBD)
Immunization dates: _____, _____ **or Titer date:** _____
- _____ Varicella/ Chicken pox (2 dose immunization **or** positive titer. ***Having disease is not acceptable***)
Immunization dates: _____, _____
- _____ HIPAA/Bloodborne training certificates (from employer)
- _____ Health Insurance (must be current at all times)

Submit on Admission and as Expires:

- _____ PPD **Submit Yearly** (T-Spot/TB) – submit a 2-step and last 2 yearly PPD’s **or** last 4-5 yearly PPD’s
- _____ FLU immunization **Submit Yearly by Nov. 1st**
- _____ CPR (Must be AHA-Health Care Provider – 1 person/2 person, infant, child, choking & AED. “Community CPR” OR “Heart Saver CPR” are NOT ACCEPTABLE. No online CPR courses will be accepted without personal skills certification by licensed instructor).
- _____ Liability Insurance - (Submit policy face page or memorandum stating dates and details of coverage - \$1mill/occurrence and \$6mill aggregate) **Education & Administration students:** Purchase “Non-Direct Patient Care” rider. Sites normally used by students: <https://www.proliability.com/> or www.NSO.com
- _____ RN license - **Submit on even years** - (www.llr.sc.gov) Must notify Graduate Coordinator of **any** changes in licensure status immediately.

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

I have made a copy of this clinical packet for my records.

Signature: _____ Date: _____

STUDENT INFORMATION/PERSONAL HEALTH HISTORY

(Submit on admission to program)

Name: _____ CUID: _____
Specialty Option: _____
Address: _____
Home Phone: _____ Work Phone: _____
Clemson email: _____@g.clemson.edu; Personal email: _____
Emergency Contact: _____ Relationship: _____
Address: _____
Phone: _____

General Health Information

Date of last physical examination: _____

Have you ever experienced adverse reactions (hyper-sensitivities, allergies, upset stomach, rash, hives, etc.) to any medications?

Medication: _____ Type reaction: _____
Medication: _____ Type reaction: _____
Medication: _____ Type reaction: _____
Medication: _____ Type reaction: _____

Please indicate existing conditions which might impair or affect your functioning in the health care setting or the safety of patients/clients:

<input type="checkbox"/> Hearing or vision impairment	<input type="checkbox"/> Emotional Problems
<input type="checkbox"/> Seizure disorder/fainting spells	<input type="checkbox"/> Latex allergy
<input type="checkbox"/> Acute infection	<input type="checkbox"/> Diabetes
<input type="checkbox"/> Heart condition	<input type="checkbox"/> Physical limitations
<input type="checkbox"/> Any chronic disease	<input type="checkbox"/> Other (Please specify) _____

Please list any medications – Prescription and Over the Counter (OTC) that you use regularly

Name of medication: _____ Frequency of use: _____
Name of medication: _____ Frequency of use: _____

Signature: _____ Date: _____

Use back of page if additional space is needed

Understanding of Clemson University Alcohol/Drug Policy & Drug Screening Permission

(To be included in Clinical Requirement Packet)

I have and understand the Alcohol and Drug Policy as found in my Student Handbook and agree to the drug screen guidelines. I hereby release the designated testing agency and its Deans/Directors/FNP or AGNP Program Coordinators, Clemson University, the School of Nursing and faculty from any claim in connection with the drug screening guidelines. I understand that in the event any legal action is taken as a result of the drug screening guidelines, confidentiality may no longer be maintained. I further understand that I will be subject to drug tests while enrolled in the School of Nursing. A positive drug screen or refusal to submit to testing will result in dismissal from the School of Nursing.

Print Name _____

Signature _____

Date _____

Witness Name Printed* _____

Witness Signature _____

Date _____

***Student signature may be witnessed by a spouse, mother, father, friend etc.**

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

Use of substances which interfere with the judgment and/or motor coordination of students of the School of Nursing pose unacceptable risk for patients, the University, the faculty and health care agencies. Therefore, use of alcohol, use of illegal drugs and/or the misuse of legal therapeutic drugs by nursing students while engaged in any portion of their educational experience is strictly prohibited. Furthermore, nursing students are strictly prohibited from being under the influence of alcohol or any drug while engaged in any portion of their formal educational experience. **Students may not attend clinical/research experiences while taking new medications which may have side effects of sedation or stimulation or may impact clinical performance in any manner.**

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

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

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

- 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 FNP or AGNP/Education Program Coordinators, Assistant Director of the School of Nursing or a leadership designee.
- If incident occurs in clinical laboratory, the FNP or AGNP/Education 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 FNP or AGNP/Education 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.**

See also University Student Handbook for University policy on drug use.
<https://www.clemson.edu/graduate/students/policies-procedures/index.html>

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

Sullivan Center for Nursing and Wellness

The Sullivan Center for Nursing and Wellness is operated by the College of 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 <http://ccit.clemson.edu> .

Printing Posters

The Learning Resource Center on Clemson's main campus provides assistance with printing professional posters for research and other presentations.

Connection to the Clemson University Libraries Catalog & Databases

Library "Reference Desk 864.656.3024; <https://www.clemson.edu/academics/libraries.html>

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, two students will be elected to serve as the DNP representative on the DNP Advisory Committee. It is important to elect representatives who will agree to attend designated meetings in order for this process to take place.

Completion of Degree Requirements for Graduation

The application for Graduation and Diploma Order Online form can be completed only by students who plan to graduate in the next graduation. The GS4 form is maintained by Office of the Registrar. Students obtain this form from the Graduate School (online - Graduate School, "Forms and Procedures, Graduating Forms"). There is a deadline date for filing the GS4 form (see above). Students are responsible for completing and submitting this form by the deadline. For questions or more information, contact Enrolled Services at 656-5339.

Section V: Completion of Degree Requirements Plan of Study (GS2 form)

Due in the first semester:

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 at: <http://www.clemson.edu/graduate/students/gs2-hints.html>

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

Courses completed in excess of 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 9000 or higher for the DNP. Courses completed in excess of 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 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).

<http://www.clemson.edu/graduate/students/gs2-hints.html>

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.

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.

See full policy at: http://www.clemson.edu/graduate/files/pdfs/gs_policy_handbook.pdf

Leave of Absence Request form: <http://www.clemson.edu/graduate/files/pdfs/GS-LoA.pdf>

Final Project Approval - GS7D Form

(aka Thesis/Project Approval form)

The GS7D form is the form on which your advisor and committee indicate that you have successfully defended and properly formatted your project. The student will bring a hard copy of this form to the project defense.

The following information should be completed by the student (typed, not hand written): date, student name, and CUID #, DNP, with a major in Nursing. Graduate School forms are available as a fillable MS Word template. This form is available at: <https://www.clemson.edu/graduate/files/pdfs/GS7D.pdf>

The Chair will complete the results and all committee members will sign the form. Copies are made for the student, the student's file at UCG, the Chair, and each committee member.

Application for Graduation and Diploma Order

The application for graduation is completed using an online form through iROAR. A student login is required. The Application for Diploma form can be completed only by students who plan to graduate in the next graduation. Contact Enrolled Services at 656-5339 with questions. Form maintained by Office of the Registrar is available through iROAR.

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 Doctor of Nursing Practice degree will receive their doctoral hood as part of the May or December ceremony (hoods can be purchased through the Clemson University Bookstore online). Students will be officially hooded at the University Doctoral Hooding Ceremony. Information will come from the Graduate School.

Students may be elected from their classes to assist in planning special aspects of the ceremony. Graduates select a speaker to represent them with brief comments as part of the ceremony. University officials and nursing agency members are invited to this important occasion, as are families and friends of all graduating students.

Graduate Steps to Success

1. Once you have been admitted, plan to attend **Orientation**.
2. Read the **School of Nursing Doctor of Nursing Practice Student Handbook** and complete the Clinical 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. 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. **Start thinking about a committee.** A list of faculty members and their research interest/expertise is included in this handbook. The committee should consist of a Chair and two (2) members, one who is a faculty in the School of Nursing and one outside member. Your Chair will provide guidance on the selection of your other two committee members.
8. **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. Here are some tips for developing a rapport with the graduate level faculty:

- Do treat them 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

Section VI: Portfolio and Candidacy DNP Project Guidelines and Forms

Portfolio and Candidacy

An initial portfolio for Candidacy is due on **February 1** of the final year of study. The portfolio will be given a Successful/Unsuccessful grade. Successful completion of the initial portfolio 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.

Initial Portfolio Submission due February 1

- Curriculum vitae
- DNP Project Contract
- DNP Project Full Proposal Guidelines
- DNP Project Topic Approval
- DNP Project Proposal Cover Sheet
- Draft of manuscript (if ready)
- Evidence of meeting DNP Essentials
 - Section for each essential and evidence of how the DNP student met each essential.
 - Examples: Scholarly papers, PowerPoints of presentations, publications, awards, evaluations, financial support (grants).

Final Portfolio Submission due July 25th

- Components include:
 - Curriculum vitae
 - DNP Project Contract
 - DNP Project Full Proposal Guidelines
 - DNP Project Topic Approval
 - DNP Project Proposal Cover Sheet
 - Final manuscript
 - Evidence of meeting DNP Essentials
 - Section for each essential and evidence of how the DNP student met each essential.
 - Examples: Scholarly papers, PowerPoints of presentations, publications, awards, evaluations, financial support (grants).

DNP Essentials and Linked Courses

DNP Essential	DNP Program Courses
<p>Essential I: Scientific Underpinnings for Practice Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences as the basis for the highest level of nursing practice</p>	<p>NURS 9010: DNP Role, Theory & Philosophy NURS 9020: DNP Clinical Epidemiology & Biostatistics NURS 9030: DNP Evidence Integration NURS 9040: DNP Leadership in Healthcare Systems NURS 9050: DNP Health Informatics NURS 9060: DNP Outcomes Management NURS 9070: DNP Healthcare Economics & Finance NURS 9080: DNP Genomics, Ethics, & Health Policy</p>
<p>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking 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.</p>	<p>NURS 9010: DNP Role, Theory & Philosophy NURS 9040: DNP Leadership in Healthcare Systems</p>
<p>Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</p>	<p>NURS 9020: DNP Clinical Epidemiology & Biostatistics NURS 9030: DNP Evidence Integration NURS 9090: DNP PROJECT I; NURS 9100: DNP PROJECT II; NURS 9110: DNP PROJECT III</p>
<p>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of HealthCare Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p>	<p>NURS 9020: DNP Clinical Epidemiology & Biostatistics NURS 9030: Evidence Integration NURS 9050: DNP Health Informatics NURS 9040: DNP Leadership in Healthcare Systems NURS 9070: DNP Healthcare Economics & Finance NURS 9090: DNP PROJECT I, NURS 9100: DNP PROJECT II & NURS 9110: DNP PROJECT III</p>
<p>Essential V: Health Care Policy for Advocacy in Health Care Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</p>	<p>NURS 9070: DNP Healthcare Economics and Finance NURS 9080: DNP Genomics, Ethics, & Health Policy</p>
<p>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</p>	<p>NURS 9040: DNP Leadership in Healthcare Systems NURS 9060: DNP Outcomes Management NURS 9090: DNP PROJECT I, NURS 9100: DNP PROJECT II & NURS 9110: DNP PROJECT III</p>
<p>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p>	<p>NURS 9020: NURS 9060: DNP Outcomes Management NURS 9020: DNP Clinical Epidemiology & Biostatistics NURS 9090: DNP PROJECT I, NURS 9100: DNP PROJECT II & NURS 9110: DNP PROJECT III</p>
<p>Essential VIII: Advanced Nursing Practice Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p>	<p>NURS 9020: NURS 9060: DNP Outcomes Management NURS 9080: DNP Genomics, Ethics, & Health Policy</p>

Examples of portfolio platforms: Weebly: <https://www.weebly.com/>

Linked In: <https://vtl.design.com/digital-marketing/social-media/linkedin/how-to-create-an-online-portfolio-on-linkedin/>

Google: <https://money.howstuffworks.com/personal-finance/financial-planning/google-finance1.htm>

DNP Project Overview (NURS 9090, 9100 and 9110)

Advisory Committee for the Project

The advisory committee for the DNP Project will consist of four (4) faculty members from the School of Nursing or three (3) faculty members from the School of Nursing and a fourth member from outside the School of Nursing. The external committee member must meet Graduate School requirements (doctoral degree or terminal professional degree), with adjunct or graduate faculty status or consent of the Dean of the Graduate School. The external member's CV/resume should be sent to the DNP Project Chair for submission to the Tenurer, Promotioan and Reappointment committee review.

Members of the Project committee 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.

On-going communication with the Committee members as you plan, conduct and report your project is your responsibility. As completion of the project nears, it will be essential to have more frequent contact with the Committee members. In planning your completion dates, remember to allow Committee members sufficient time to review each draft. School of Nursing and other faculty are involved in many activities, some of which require that they be off campus for several days. These absences must be considered in your planning as well. Two weeks are essential to assure committee members adequate time to review the final draft. Establishing a timeline for completion with your chairperson is strongly encouraged.

Approval of Proposed Project

Students should check with their committee 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 Committee 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 Chair.

All projects will require Clemson University Institutional Review Board approval. Other approvals may be required based on facility requirements.

The Project Defense

The project defense will be held only after all committee members have had input into the final project paper and the committee deems the project is ready to be presented. Deadline dates are published for final project defense and graduation dates. www.grad.clemson.edu.

All members of the committee should have copies of the project paper well in advance and arrange for a mutually convenient date. 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 from the Graduate School web page at <https://www.clemson.edu/graduate/files/pdfs/GS7D.pdf>.

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 Chair. At this point, the graduate student is the expert in this particular research project and should be ready to discuss any part of it. The committee 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 committee members will decide if any final changes are needed, and if all members approve, will sign the GS7M form and the Thesis Approval Form (if applicable).

DNP Project Guidelines

The DNP Project is designed to synthesize knowledge and evidence-based initiatives to in order to investigate and change nursing practice or policy in an attempt to resolve an issue or problem that affects patient outcomes. The aim of the project is to elicit system wide or population based change through assessment, translation and application of evidence to practice. The project is not a typical research based study but rather an in-depth analysis or test of interventions for an issue or problem. DNP students may design the project to make a system more efficient, analyze a local, state, regional or national healthcare policy, or initiate other system wide changes to improve patient outcomes, or others based on committee approval. The project should bring recognition to the student, committee members, School of Nursing, the College of Behavioral, Social and Health Sciences, and Clemson University. **All students must submit a committee approved manuscript to a scholarly journal prior to due date for candidate grades.**

Project Criteria

The project should relevant to the students' advance practice and national certification area. Topics for the project and possible Chair of the project committee should be identified early in the program. The project topic should be relevant and translatable to practice. It should reflect a system wide change that ultimately positively affects patient care outcomes.

❖ Examples of Acceptable Projects

- Translation of evidence-based research into practice.
- Creation of a quality improvement project that positively affects patient outcomes.
- Development, implementation and evaluation of evidence-based practice guidelines that affect patient outcomes.
- Analyze and develop a plan for revision of local, state, regional, or national policy.
- Conduct financial analysis and revise model for potential cost savings to improve patient outcomes.
- Collaborate with preceptor to identify, answer and solve clinical questions/issues.
- Collaborate with advocacy group or legislative representative to elicit policy change.
- Develop, implement, and evaluate a new health program.

❖ Examples of Unacceptable Projects

- Nursing education projects (including simulation, classroom and clinical practice).
- Development of a website as the sole purpose and outcome of the project.
- Projects that cannot be measured or evaluated (exception: Collaborate with advocacy group or legislative representative to elicit policy change)

Steps for Completing the Project (See checklist on next page)

1. Submission of brief proposal to Chair and committee members
2. Submission of full proposal to Chair and committee members
3. Approval of topic by Chair and committee members
4. Submission of Letter of Support from clinical site granting permission and support in completing the project (if not already done)
5. IRB approval from Clemson University and all facilities (as applicable)
6. Implement and evaluate project
7. Dissemination of findings (manuscript and poster/podium presentation).

DNP PROJECT CHAIR CHECKLIST

Copies of all items below must be placed in the student's file at the CU Nursing building

Student: _____

Topic: _____

Committee Members: _____

On Admission (Chair to verify submission)

_____ DNP Project Letter of Support

Required Forms at Initiation of DNP Project (Fall 2nd Year)

_____ DNP Project Request Appointment to the Committee

_____ DNP Project Student/Faculty Contract

_____ DNP Project Topic Approval

_____ Content Expert CV to TPR for Graduate Faculty Status Approval

After Above Approved:

_____ GS2 complete (2 step process)

_____ DNP Project Full Proposal

_____ DNP Project Proposal Cover Sheet

_____ Affirmation Statement (1st submission)

_____ IRB Proposal for Chair Submission

- Submitted on date: _____ Approval letter received on: _____

Candidacy (Spring 2nd Year)

_____ Initial Portfolio due February 1st. Everything except final project and poster.

_____ Complete GS5D: <https://www.clemson.edu/graduate/files/pdfs/GS5D.pdf>

At Oral Defense:

_____ DNP Project (Written and Oral) Defense Grading Rubric

_____ Complete GS7D: <https://www.clemson.edu/graduate/files/pdfs/GS7D.pdf> and submit to Graduate School

_____ Approval of Poster for Translational Research Day

_____ Final Portfolio due July 25th

Required at Completion of DNP Project and Before Final Grade Posted (Summer 2nd Year):

_____ Affirmation Statement (2nd submission)

_____ Turnitin Report

_____ Submission of final manuscript to journal (once Turnitin verified and clear)

_____ Documentation of Completion of DNP Project Form

_____ Final log documenting at least 500 hours on DNP project **and** at least 1000 hours with DNP project and MS clinicals combined

_____ Student evaluation of DNP mentor (off-campus person)

DNP Project Defense 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 committee Chair 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 Chair 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 Committee. A second unsuccessful attempt will result in dismissal from the Graduate School.

Preparation for the Project Defense Presentation

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

After Presentation

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

Translational Research Symposium Poster Information

Poster size: 36 inches high and 48 inches wide.

Clemson Printing 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:

<https://ccit.clemson.edu/support/current-students/printing-plotting/>

DNP Project Committee Guidelines

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

➤ **Project Committee Members**

- The DNP Project will consist of four (4) faculty members from the School of Nursing or three (3) faculty members from the School of Nursing and a fourth member from outside the School of Nursing. One faculty member will serve as the Chair of the committee.
- The committee Chair must have an earned doctorate and hold a full-time, regular faculty position in the School of Nursing.
- The remaining committee members must have 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 Chair for submission to the Tenure, Promotion and Reappointment Committee).
- The non-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.

➤ **DNP Project Topic Approval**

- DNP student will submit a brief one-page APA proposal for the project that must be approved by the committee Chair.
 - 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 Chair, the proposal is then sent to the other committee members for approval.

➤ **Scheduling**

- The project defense should be scheduled with the Chair at least 2 weeks prior to Graduate School due dates (per the Academic Calendar) for graduation. The project committee must all agree that the project is complete and ready to be disseminated publicly.

➤ **DNP Chair Responsibilities:**

- Guide student through process.
- Oversight of student preparation for public dissemination (abstract, poster/podium presentation, manuscript).
- Oversight of manuscript submission. Second author for any scholarly work resulting from this project. Student will be Primary Author, remaining faculty will be 3rd and 4th author and non-CU expert will be 5th author (unless otherwise negotiated with the committee at initiation of project).

➤ **Committee Member Responsibilities:**

- Meet regularly with the Chair and/or student.
- Advise the DNP student on project planning, implementation and evaluation.
- Work closely with committee Chair on project progression.
- Contributing author for any scholarly work resulting from this project.

Clemson University School of Nursing
DNP Project Request Appointment of Committee

I, _____ (Student's name/CUID#) request approval for the following faculty members to serve on the Project Committee. Each member has been contacted by me.

Student's anticipated topic of interest.

By signing this form, the committee member willingly agrees to serve on the committee, to meet regularly with the Chair and/or student, to advise the DNP student and to be named a contributing author for any scholarly work resulting from this project. Signature also indicates **no existing conflicts of interest.**

Chair

Date

SON Faculty Member Signature

Date

SON Faculty Member Signature

Date

SON Faculty or Expert (non-SON) Member Signature

Date

**Clemson University School of Nursing
DNP Project Student/Faculty Contract**

Student's Name: _____ **CUID#:** _____

Address: _____

Phone: _____ **Email:** _____

Committee Chair Name: _____

Address: _____

Phone: _____ **Email:** _____

SON Faculty Member Name: _____

Address: _____

Phone: _____ **Email:** _____

SON Faculty Member Name: _____

Address: _____

Phone: _____ **Email:** _____

SON Faculty or Expert (non-SON) Member Name: _____

Address: _____

Phone: _____ **Email:** _____

Project Title: _____

Project Goals: _____

Continued on next page

Student's responsibility for project:

- Complete own work with guidance of committee members.
- Submit work in timely manner being cognizant of committee and Graduate School due dates.
- Completing all Graduate School requirements for project and graduation.
- Make reasonable progress toward identified goals in agreed upon timeframes
- If challenges arise, contact committee Chair to discuss immediately
- Maintain communication with Chair regarding progress through phone or email at agreed upon intervals
- Submit completed time log at midterm and end of project courses
- Upon committee approval, disseminate work through manuscript submission and poster/podium presentation.

Committee Chair responsibility for project:

- Guide student through process.
- Oversight of student preparation for public dissemination (abstract, poster/podium presentation, manuscript). Approval of all abstract submissions prior to actual submission.
- Oversight of abstract development and manuscript/poster/podium submissions. All committee members will serve as co-authors with the DNP student serving as Primary Author for any manuscript publications and poster or podium presentations resulting from the project.
- Oversight of DNP portfolio submission.
- Liaison with other faculty serving on committee.

Student Signature/Date: _____

Committee Chair Signature/Date: _____

**Clemson University School of Nursing
DNP Project Topic Approval
(Submit prior to full proposal)**

Student's Name: _____ CUID# _____ Date: _____

Committee Chair: _____

Proposed Committee Members: _____

Project Title: _____

This proposal is for (Check one):

- Program of practice evaluation
- Quality improvement project with evaluation component
- Meta-analysis or systematic review
- Practice model evaluation
- Practice change initiative
- Development and testing of an evidence based clinical protocol
- Research utilization or analysis
- Policy or legislative development or analysis
- Other (describe)

Attach one page narrative with the following:

- List words that will be used for systematic literature review
- List project purpose and specific aims
- Background
 - How is this issue relevant to nursing?
 - What is the clinical issue that needs addressing with this project?
 - What clinical site will be used for this project? Attach Clinical Site Agreement form.
- Methodology & project plan
 - What sample/population will be included in this project?
 - What is the setting?
 - What methodology will be used to complete this project?
 - What are the expected outcomes of this project?
 - Will you use an instrument to gather data? If yes, describe.
- Implications for practice

Signature of Chair indicates topic approval. Submit with Affirmation Statement.

Chair Signature/Date: _____

Clemson University School of Nursing
DNP Project Full Proposal Guidelines
(Submit after Topc Approval Form Approved and Returned)

A) Project Title

B) Project purpose and specific aim

- Purpose of project/paper
- List specific aims

C) Background

- Relevance to nursing
- Describe clinical issue that needs addressing
- Clinical support

D) Literature Review

- Develop an extensive systematic literature review of pertinent current articles
- Include APA reference list or based on journal guidelines (discuss with committee Chair)

E) Methodology (Most important component of the proposal)

- Project plan, implementation and evaluation
- Expected outcomes (who, what, when, where)
- If project is part of a larger study describe your part and how it will be independent from the rest of the project
- Sections
 - Setting – Where will this project be completed? Who will be assisting?
 - Sample – Population, recruitment procedures. How will you get access to the population?
 - Outcomes – What approvals are needed besides CU IRB?
 - Measurement – How will data be collected? What instruments will be used? Describe reliability and validity of instruments. Protection of human subjects.
 - Evaluation – Who will be involved in data analysis? What statistical tests will be utilized?

F) Evaluation Plan

- Who will be assisting with evaluation?

G) Implications for Practice, Policy, and /or Education

- How will your project affect practice, policy and or education?

H) Sustainability

- How will the project be maintained after you are done? How will it be funded? Who will be responsible for continued oversight?

I) Plans for Dissemination of Outcomes

- Which journals (required) and conferences, or other venues will you target for dissemination?

J) References

- Current (<5 years unless classics)

K) Appendices

**Clemson University School of Nursing
DNP Project Proposal Cover Sheet
(Submit with full proposal)**

Student Name: _____ **CUID#** _____ **Date:** _____

Title of Project: _____

This proposal is for a:

- _____ Program of practice evaluation
- _____ Quality improvement project with evaluation component
- _____ Meta-analysis or systematic review
- _____ Practice model evaluation
- _____ Practice change initiative
- _____ Development and testing of an evidence based clinical protocol
- _____ Research utilization or analysis
- _____ Policy or legislative development or analysis
- _____ Other (describe)

IRB approval has been obtained. _____ Yes _____ No

If yes, date of approval _____ Submit copy of approval letter.

CUSON Committee Chair Signature

Date

**Clemson University School of Nursing –
DNP Project Practice Letter of Support
(To be submitted with admission materials)**

Students' Name _____ CUID#: _____

Cell# _____ Email _____

State of APRN and RN Licensure: _____ License #: _____

Board Certification and Agency: _____

I attest that my license is in good standing and that all required clinical documentation has been submitted to the School of Nursing and is current (see student handbook).

Student Signature: _____ Date: _____

The undersigned mentor agrees to participate in the review and approval process for _____'s Project. She/He agrees to meet with the committee Chair and/or faculty as needed for project completion. **The project will include final report, a manuscript submission and poster/podium presentation.** Any data collected will be de-identified and all data will be reported as aggregate results. Mentor will be listed as a contributing author on any scholarly work arising from the project. Agency will be acknowledged based on their preferences. The project is anticipated to take 1 (one) year to complete from initiation. Mentor agrees to attend the final defense of the scholarly work either in person or virtually (synchronously).

Clinical Mentor and Practice Site

Name of Facility: _____ Phone: _____

Name of Mentor: _____ Phone: _____

State License Number: _____ Board Certification: _____

Full Mailing Address: _____

Mentor Signature/Date: _____

Signature of Agency Representative/Administrator & Date: _____

DNP Student Signature & Date: _____

Does your state Board of Nursing have special requirements for students attending classes online or outside of the state borders?

_____ No _____ Yes – Describe:

**Clemson University School of Nursing
DNP Project Request to Change Committee**

Student's Name: _____ CUID #: _____

Committee Chair: _____

Reason for Change:

Faculty/Expert to be removed:

Faculty/Expert to be added:

Role of member being replaced:

- Chair
- Committee Member
- Expert Member

Committee Chair signature indicating approval/Date:

Signature of Faculty/Expert leaving committee/Date:

Signature of new Faculty/Expert/Date:

Affirmation Statement DNP Project

To be submitted to Chair twice: 1) with DNP Project Proposal, and 2) with evidence of final project manuscript Submission

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. In instances where academic standards may have been compromised, Clemson University has a responsibility to respond appropriately and expeditiously to charges of violations of academic integrity.”

Please refer to the graduate academic integrity policy, approved March 26, 2007 by the Provost’s Advisory Council, at: <https://www.clemson.edu/graduate/students/policies-procedures/index.html>

Each graduate student should read this policy annually to be apprised of this critical information.

I, _____, a student in the Doctor of Nursing Practice (DNP) program, affirm that the DNP Project submitted by me was my original work in collaboration with the DNP Project Committee and I did not at any time plagiarize other’s ideas or writings.

I also acknowledge that should an act of plagiarism be discovered, even after completion of the DNP program, a hearing may be conducted, and appropriate action may be taken, including possible revocation of awarded degree.

Print Student Name: _____

Student Signature: _____

CUID# _____ Date: _____

Clemson University School of Nursing - DNP *Initial* Portfolio Rubric

Student:

CUID#:

Date of Submission:

Title of DNP Project:

DNP student must meet or exceed all expectations to successfully complete the DNP initial portfolio

	Does not meet expectations (unacceptable)	Meets expectations (acceptable)	Exceeds expectations (outstanding)
Curriculum Vitae			
DNP Project Contract			
DNP Project Full Proposal Guidelines			
DNP Project Topic Approval			
DNP Project Proposal Cover Sheet			
Draft of Manuscript (if in progress)			
Evidence of meeting DNP Essentials:			
Essential I: Scientific Underpinnings for Practice Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences as the basis for the highest level of nursing practice			
Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking 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.			
Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.			
Essential V: Health Care Policy for Advocacy in Health Care Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.			
Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.			
Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.			
Essential VIII: Advanced Nursing Practice Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.			

Clemson University School of Nursing - DNP *Final* Portfolio Rubric

Student:

CUID#:

Date of Submission:

Title of DNP Project:

DNP student must meet or exceed all expectations to successfully complete the DNP final portfolio

	Does not meet expectations (unacceptable)	Meets expectations (acceptable)	Exceeds expectations (outstanding)
Curriculum Vitae			
DNP Project Contract			
DNP Project Full Proposal Guidelines			
DNP Project Topic Approval			
DNP Project Proposal Cover Sheet			
Final manuscript			
Evidence of meeting DNP Essentials			
<p><u>Essential I: Scientific Underpinnings for Practice</u> Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences as the basis for the highest level of nursing practice</p>			
<p><u>Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</u> 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.</p>			
<p><u>Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice</u> Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</p>			
<p><u>Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of HealthCare</u> Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p>			
<p><u>Essential V: Health Care Policy for Advocacy in Health Care</u> Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</p>			
<p><u>Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</u> Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</p>			
<p><u>Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health</u> Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</p>			
<p><u>Essential VIII: Advanced Nursing Practice</u> Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</p>			

Clemson University School of Nursing
DNP Project (Written & Oral Components) Defense Evaluation Rubric

Student:

CUID#:

Title of DNP Project:

Date of Defense:

Evaluator:

DNP student must meet or exceed all expectations to successfully complete the DNP Project defense

	Expectation	Does not meet expectations (unacceptable)	Meets expectations (acceptable)	Exceeds expectations (outstanding)
Knowledge and Skills				
Project Purpose and Aims	*Purpose of the project/paper clearly identified *Listed specific aims of the project *Aims appropriate for project			
Background	*Relevance nursing clearly supported *Clinical issue clearly defined			
Literature Review	*Synthesis clearly written *Information synthesized appropriately *Appropriate for clinical issue *Extensive and thorough *Within 5 years unless classics			
Methodology	* Appropriate methodology utilized *Appropriate setting, sample, outcomes, and measurements			
Evaluation	*Outcomes/results clearly described. *Appropriate statistical testing utilized			
Implications for Practice	*Impact on practice or policy clearly defined *Recommendations for expansion of work included *Plan for dissemination of results			
Communication and Presentation				
Writing	*Project materials are clearly written *Doctoral level work			
Format of PROJECT	* Project requires no or minimal changes *Appropriate and ready for publication submission			
Electronic Presentation	*Slides are clear and easy to see and read *Slides professional and neat			
Verbal Presentation	*Clear, succinct presentation *Tone clear with good projection *Engaged audience *Allowed for Q&A			
Continued on next page				

	Expectation	Does not meet expectations (unacceptable)	Meets expectations (acceptable)	Exceeds expectations (outstanding)
Critical thinking				
Analysis of Data	*Analyses appropriate for project *Described well *Reliability and validity noted as appropriate			
Interpretation of Results	*Accurate interpretation *Good synthesis			
Conclusions	*Correlates with findings			
Ethical research				
IRB Approval	IRB documented			
Copyrights	Included as needed			
Appropriate citations	*No evidence of plagiarism *Citations relevant to issue			
Formatting				
Writing Style	*Current APA in-text citations or based on Author Guidelines for journal *Proper grammar, context, verb tenses, sentence structure			
Reference List	*APA (or based on journal) *Relevant references *Current references (<5 yrs unless classics)			

**Clemson University School of Nursing
Documentation of Completion of DNP Project**

Name: _____ CUID# _____

_____ has successfully completed the DNP Project as of

_____, 20_____.

Date

Successful completion is attested by the signatures below:

CUSON Committee Chair Signature

ON Faculty Signature

SON Faculty Signature

SON Faculty or Expert Committee Member (non-SON) Signature

Project Chair to initial indicating completion	Initials and Date
Public project defense completed	
Manuscript submitted to Journal	
Portfolio submitted	
Poster presented	

AnMed Health and Prisma Health DNP IRB & Project Requirements

AnMed Health

1. Please contact Andrea Franks, andrea.franks@anmedhealth.org or [864-512-8551](tel: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](tel: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.

Prisma Health

1. **Information:** <https://www.palmettohealth.org/classes-events/education/research-division/institutional-review-board/apply>
2. **IRB Application:** https://wayf.healthsciencessc.org/index.php?entityID=https%3A%2F%2Ffeirb.healthsciencessc.org%2Fshibboleth-sp&return=https%3A%2F%2Ffeirb.healthsciencessc.org%2Fshibboleth.sso%2FDS%3FSAMLDS%3D1%26target%3Dcookie%253A1562606946_e82f

Clemson University IRB

If submitting only to Clemson IRB, the PI will be your committee chair and letters of approval will go to the committee chair. You can request to be copied on this communication.

If you are submitting to an outside IRB (e.g., Prisma Health, AnMed, Spartanburg Regional) and Clemson accepts their approval, you will need to send a copy of the approval letter from the outside IRB to Clemson IRB, along with the name of your chair who will be listed as your PI of record for Clemson IRB purposes. Communication regarding Clemson IRB approval will go to your chair and copied to you.

The Clemson IRB contact is Nalinee Patin, npatin@clemson.edu, phone: 864-656-0636.

For those submitting only to Clemson, full IRB review generally takes approximately one month before feedback/approval will be received. The expedited review process is usually less than one month. For those who need Clemson IRB to acknowledge/approve from a non-Clemson site, the process takes approximately one week after submitting the facility's IRB Approval Letter, but continued follow up is needed by the student. All students **must** have IRB approval from Clemson and all sites where data collect is to take place **before** beginning to implement the DNP Project.

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.

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>

Literature Sources and Strength of Evidence

Primary Sources:

A primary source is a document or physical object which was written or created by the original author. Primary sources are original objects or documents.

Some types of primary sources include:

- Original documents (excerpts or translations acceptable): Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records
- Creative works: Poetry, drama, novels, music, art
- Reports of scientific discoveries
- Results of experiments or clinical trials
- Primary sources are factual and not interpretive

The best examples of **primary literature** are: 1) syntheses of the literature in which many articles from peer-reviewed scientific journals are summarized and the results of original research are presented as aggregate data; and 2) journal articles of original research.

Elements of a Research Article: Primary research articles can be identified by a commonly used format. They typically include the following sections:

- Methods (sometimes with variations, such as Materials and Methods).
- Include: Purpose, Research question(s). Many also include a theoretical model.
- Results (usually followed with charts and statistical tables), and discussion

Secondary Sources:

A secondary source interprets and analyzes primary sources. A **secondary source** is something written about a primary source. These sources are one or more steps removed from the event. Secondary sources may have pictures, quotes or graphics of primary sources in them. Some types of secondary sources include:

Examples of secondary sources include:

- A journal/magazine article which interprets or reviews previous findings
- Textbooks
- Analyzes and interprets research results or interprets scientific discoveries
- Histories
- Criticisms or reviews
- Commentaries
- Encyclopedias
- Biographies
- Literary criticism

Use secondary sources as a guide to find primary sources. Use reputable sites like Mayo, WebMD, and Cleveland Clinic). On these sites look for the resources they used and go to those primary sources before citing.

Materials that are Appropriate to Cite:

- Peer-reviewed journals. They usually have “Journal of…” In the title.
- Webpages that end in .org, .gov., or .edu.

Materials that are Inappropriate to Cite:

- Newspapers and popular magazines such as: RN Magazine, Natural History, National Geographic, Discover Magazine, Time, Newsweek, etc. **are not** appropriate to cite in research papers!
- Wikis (like Wikipedia). Wikis can be edited by anyone.
- Webpages that end in .com

APA Headers

Level 1: Centered, boldface, uppercase and lowercase

Level 2: Left-aligned, boldface, upper and lowercase

Level 3: Indented, boldface, lowercase heading

Level 4: Indented, boldface, italicized with punctuation

Level 5: Indented. Italicized, lowercase heading with punctuation

Rarely do you see Level 5.

Example of Headers:

Domains of Nursing

Person

Education

Nursing School

BS:

traditional.

accelerated second degree.

MS:

PhD:

New Graduate Education

Health

Environment

Evidence Rating Scale

When evaluating the appropriateness of studies, it is important to examine the strength of the evidence they present.

Strength of the Evidence:

<http://www.innovations.ahrq.gov/evidencerating.aspx>

<http://www.aafp.org/journals/afp/authors/ebm-toolkit/strength.html>

<http://archive.ahrq.gov/clinic/epcsyms/strenfact.htm>

Quality of the Evidence

http://sophia.smith.edu/~jdrisko/rating_the_evidence.htm