CLEMSON

HEALTHCARE GENETICS

SCHOOL OF NURSING

College of Behavioral, Social and Health Sciences

Healthcare Genetics and Genomics PhD
Student Handbook
2024-2025

NLN

Center of Excellence
in Nursing Education

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NOTE: At the time of the Healthcare Genetics and Genomics PhD Handbook update, the 2018-2019 Graduate School Policies and Procedures were available. The 2019-2020 Graduate School Policies and Procedures will be available at: https://www.clemson.edu/graduate/students/policies-procedures/index.html.	

Section I: School of Nursing Welcome!

We want you to have a challenging, rewarding, and enriching educational experience with us. This handbook is a supplement to the current *Graduate Student Policies and Procedures*, which is an important source of information about academic policies. Please familiarize yourselves with the information from both handbooks. The Graduate School Policies and Procedures are available at: https://www.clemson.edu/graduate/students/policies-procedures/index.html.

The School of Nursing Overview

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

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

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

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

Mission

The mission of Clemson University School of Nursing, as a 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.

National Accreditation

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

Notice of Non-Discrimination

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

Student Accessibility Services

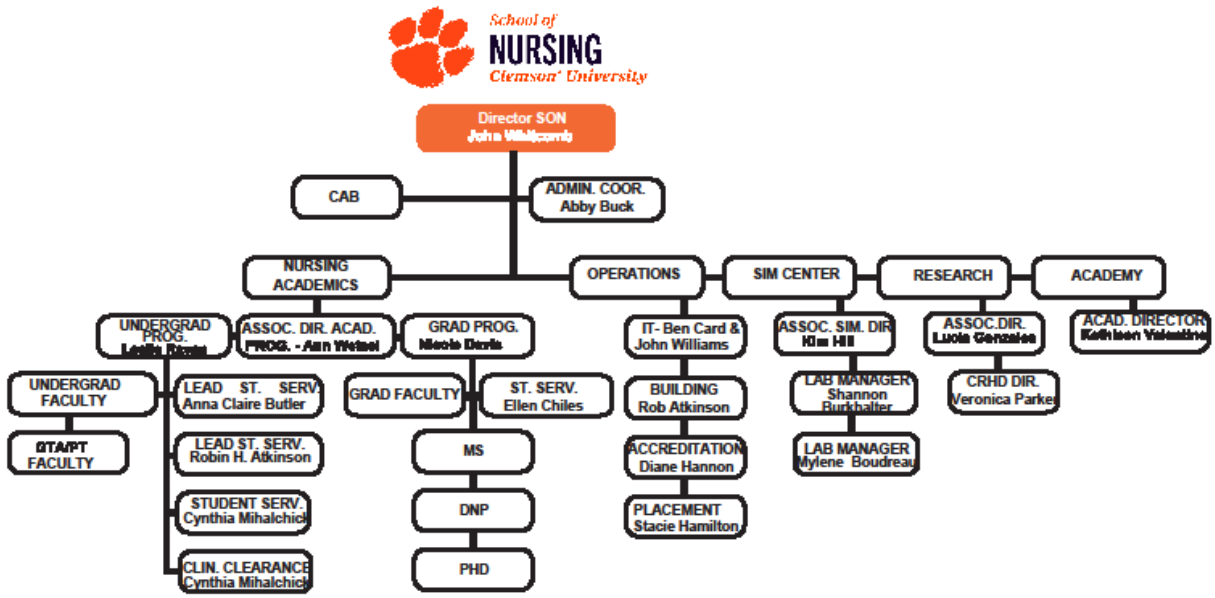
Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular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

International Students

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

Civility Statement

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



Legend
CAB = Community Advisory Board
CRHD = Center for Research on Health Disparities

Important Contact Information

College and School Leadership

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

School of Nursing Program Directors

- **Dr. Nicole Davis**, Director for Graduate Programs, njd@clemson.edu
- **Mrs. Leslie Ravan**, Director for Undergraduate Programs, wagner3@clemson.edu

Track Coordinators

- **Dr. Lisa Miller,** FNP/Post-Master's DNP Coordinator, millelb@clemson.edu
- **Dr. Jennifer Nicholson**, AGNP/Nursing Education/HSL Coordinator, jnicho2@clemson.edu
- **Dr. Heide Temples,** PNP Coordinator, heidet@clemson.edu
- **Dr. Sara Sarasua,** Healthcare Genetics, PhD Coordinator smsaras@clemson.edu
- **Ms. Jenna Seawright,** Student Success and Clinical Coordinator jbergum@clemson.edu

Support Staff

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

Additional Contacts

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

School of Nursing Doctorally Prepared Faculty

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

Section II: Purpose, Objectives, and Curriculum Information

The PhD in Healthcare Genetics and Genomics Program Overview

Approved in the spring of 2008, the Healthcare Genetics and Genomics PhD is comprised of faculty and staff dedicated to advancing the mission of the School of Nursing and Clemson University. The HCG PhD brings together experts in many fields to prepare future leaders in health policy, ethics, clinical practice and translational bench science in the field of healthcare genetics. Genetic advances are poised to have a great impact on emerging healthcare practices.

The impact of genetics on health care has the potential to exceed that of any previous scientific advancement. Advances in genome science are transforming disease prevention, screening and diagnostics, treatment, and outcome monitoring at individual and population levels. These advances require a much different way of conducting research and delivering health care.

The Healthcare Genetics and Genomics PhD program prepares students to serve as stewards of the discipline of healthcare genetics and genomics. Disciplinary stewards are "scholars who will creatively generate new knowledge, critically conserve valuable and useful ideas, and responsibly transform those understandings through writing, teaching, and application"[1]. We expect graduates to demonstrate both disciplinary competence and moral compass. They should develop sufficient depth of knowledge to advance understanding and scholarship in the area of their dissertation focus and sufficient breadth of knowledge and skill to apply themselves in a wide range of areas including research, technology, teaching, and scholarship. We envision doctoral education as a process that co-evolves, joining ideas from students and faculty with incentives designed by institutional and national leaders. The process feeds into career paths, research opportunities, teaching roles, and stewardship responsibilities

[1]Carnegie Foundation (2006). Envisioning the Future of Doctoral Education. San Francisco: Jossey-Bass. (p. 5)
The program offers graduate students the opportunity to be mentored by faculty from multiple disciplines. All students take five HCG core courses. In addition, students take required or elective cognate courses based on each student's previous coursework and research interests in healthcare genetics and/or genomic research. With its highly collaborative research and practical-application structure, the program will prepare students to:

- Plan and conduct research focusing on genomic aspects of health.
- Formulate health promotion, disease prevention and screening, and treatment strategies that translate and integrate knowledge from a variety of disciplines.
- Demonstrate leadership that facilitates the development and application of ethical guidelines, interdisciplinary research, and health policy in genetics.

Admission Criteria

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

- The following requirements must be met for an admission application to be considered:
- Application for admission to the Graduate School (on-line).
- At least a bachelor's degree in a related health science discipline from an accredited institution
- A cumulative GPA of 3.25 or higher (all college credits)
- Official transcripts from all previous college credits
- Three letters of recommendation for graduate study
- Professional resume or curriculum vita (CV)
- Personal statement and career goals
- Writing sample (or master's theses or publications)
- Interview with faculty
- TOEFL score (may be required by applicants for whom English is not their first language)
- If a nurse, licensure to practice in state of residence

 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.

Course Delivery

The five required Healthcare Genetics and Genomics core courses are offered on-line. Cognate courses are offered on the Clemson University campus and some are offered online. Students are responsible for meeting with their committee and identifying required courses based on the focus of the dissertation. With the approval of their advisor, distance learners may complete cognate courses at other institutions. Students may be responsible for locating cognate courses. If any previous coursework is from universities outside of the United States, students must contact the International Services Office for verification/approval of transcripts.

Residency

As stated in the Graduate School Policies and Procedures, the goal of residency is to facilitate specified engagement with members of the faculty of the University and under direct mentorship and advisement of a research advisor and advisory committee in the department or program of the major. Further, it enables the student to participate in other typical activities pertinent to the development of a scholarly profile. As such, all doctoral programs at Clemson University should integrate 1) disciplinary depth and breadth, 2) scholarly immersion, 3) professional socialization, and 4) professional practice into the residency expectations of their students. Residency can incorporate research training of individuals and groups, laboratory activities, networking opportunities with other students and other scholars, assisting with grant proposals, and participation in scholarly outlets such as scholarly publications and presentations. Because most HCG students are not in residence on campus, the HCG PhD program incorporates an alternative program plan to ensure all enrolled students achieve the residency goals of Clemson University graduate programs as described above.

Disciplinary depth and breadth: The HCG PhD program endeavors to develop well-rounded graduates who demonstrate mastery in the area of their dissertation research and are equipped to apply their knowledge and skills in a broad range of professional arenas. Students acquire disciplinary breadth by completing five core courses that examine the broad reaches of healthcare genetics, including the history of the discipline, knowledge development and epistemology, theoretical underpinnings, research methods and interdisciplinary research, policy, and ethics. Other courses provide disciplinary depth, including instruction in genome science and laboratory and computational methods used in HCG study. As students complete their dissertation research, they develop deep expertise in an area of healthcare genetics and contribute to the discipline by generating new knowledge.

To ensure the **scholarly immersion** of students, the HCG PhD program provides meaningful learning activities for students that strengthen their critical thinking, writing, and reading abilities. Research design skills are requisite for the program. Synchronous online HCG courses enhance learning and discourse. Students become engaged listeners and proficient in discussing and presenting topics from genomic science across disciplines with fellow students and professors. There are opportunities for students to present their research at the university level, as well as at regional and national conferences. The program emphasizes scholarly writing and students must complete three papers for publication as a condition for the PhD.

The HCG program is intentionally designed to provide **professional socialization**. Synchronous online courses support face-to-face interaction between students, faculty and guest lecturers. Students are assigned a dedicated advisor at the time of admission to provide mentorship and advising. Prior to a student selecting a committee chair, the HCG faculty advisor meets with each student at least once per semester to review career goals and course planning. The advisor maintains in-person or online office hours for consultation, mentorship, and advising. Committee chairs meet regularly with students, either weekly or monthly depending on the mutual arrangements with students. The one-on-one faculty mentorship covers preparations for comprehensive examinations, development and execution of doctoral research plans and mentorship for research and career readiness. The HCG Society is a student-led organization that facilitates student socialization, networking and professional development. The HCG student body comprises students from various professional backgrounds including clinical, laboratory, and education. HCG courses include a wide range of professional topics to guard against over-specialization. Students are encouraged to attend and present their research at professional conferences. Prior to graduation, almost every student will have given a poster or podium presentation at a professional conference. Students are encouraged to participate in university activities that promote networking among graduate students across disciplines, e.g., the Grad 360 program, the 3- Minute Thesis Competition, and graduate student government-sponsored activities.

Professional practice requires commitment to the ethical principles and regulatory practices appropriate to the field of healthcare genetics. The HCG program supports awareness and commitment to professional practice via a dedicated course in HCG ethics and policy and content that is threaded across other courses and dissertation work. Issues involving research ethics, publishing, copyright, patents, and data sharing are addressed. Behaviors that denote professionalism are modeled and expected of student, including integrity, honesty, transparency, respect, confidentiality, objectivity, trustworthiness, accountability, loyalty, and observance of the law. Should the code of ethics be breached, the responsible individuals will incur disciplinary actions that can range from a warning or reprimand to expulsion from the program.

Transfer Credit Policy

All transfer credits must be verified by an official transcript from the institution at which the work was completed. All credits transferred to Clemson's graduate programs must have been completed at a regionally accredited institution and not associated with a degree. Credits may be transferred for work completed at off-campus centers of accredited institutions, provided such courses are acceptable, without reservation, in degree programs at those institutions. ***In all cases, the use of transfer credits must be approved by the Director of Graduate Programs and the student's dissertation committee.*** Grades earned for courses taken at institutions other than Clemson University will not be included in the student's grade point ratio. Courses to be considered for transfer credit completed outside the eight-year time limit may not be transferred to Clemson. Courses taken at any institution other than Clemson University may not be revalidated for transfer credit at Clemson. Valid transfer credits will appear on the student's transcript as credits earned. A maximum of 12 credits may be accepted for transfer (if approved).
Under no circumstances will transfer credit be awarded for courses in which a grade lower than B, or its equivalent, or for courses graded on a pass/fail basis, for continuing education units, courses completed outside the eight-year time limit, correspondence, extension, or in-service courses or for concentrated courses and workshops that award credit at a rate exceeding one credit per week. All transfer courses listed on Form GS2 must be courses taken for credit from a regionally accredited, degree-granting institution.

Program of Study and Credit Requirements

In accord with SACSCOC guidelines, the Graduate School requires that a doctoral degree comprise a minimum of 30 credits beyond the master's degree. Your dissertation committee will aid you in developing an individualized curriculum (to be outlined in the GS2 Plan of Study) which meets program requirements and provides appropriate training to meet your goals. A minimum of 18 hours of dissertation research is required for any doctoral degree.

Office Space

On-campus students have shared office space on the 4th floor of Edwards Hall. Keys are available at the beginning of the fall semester through the Administrative Assistant to the Director in Rm 508. Designated workspace for doctoral student has been allocated at the Clemson University Nursing building at 605 Grove Rd. Students working on their dissertation can apply for a carrel at the Cooper Library.

Healthcare Genetics and Genomics PhD Program
Post-masters Plan of Study

Student name:_____ **CUID:**_____ **Matriculated:**_____

Core Courses (Must take all):		**Credits**
HCG 9010 Advances in Human Genetics	3	_____
HCG 9040 Knowledge Development	3	_____
HCG 9050 Ethics & Policy in HCG	3	_____
HCG 9070 Applied HCG	3	_____
HCG 9330 Interdisciplinary Research	3	_____
	15	

Cognate Courses (to align with dissertation research) (* indicates required coursework)

Note: Cognate courses may be waived and/or additional cognate courses may be required, depending on prior coursework and dissertation research focus. The number of required cognate credits will therefore vary between students. Masters-prepared students do not need a minimum number of cognate credits but must have completed coursework as indicated below and as required by their dissertation chair. To ensure currency of content, date restrictions may apply.

*Molecular Genetics (e.g.GEN 6200)	3	_____
*Bioinformatics (e.g., GEN 6400)	3	_____
*Human Genetics (e.g., GEN 6700)	3	_____
*Statistics I (univariate)	3	_____
*Statistics II (multivariate)	3	_____
*Research methods	3	_____
HCG 9100 Research seminar	1	_____
HCG 9890 Grant writing	3	_____
HCG 9890 Pharmacogenomics	3	_____
Population Genetics (e.g., GEN 6100)	3	_____
Biochemistry	3	_____
Epidemiology	3	_____
Qualitative research	3	_____
Other		_____

Dissertation Hours:

HCG 9910 18 credits (minimum)

Program Minimum Total: 33 credits + cognates

Student signature: _____ Faculty signature: _____

Date: _____ Date: _____

Healthcare Genetics and Genomics PhD Program
Post-baccalaureate Plan of Study

Student name: _____ **CUID:** _____

Core Courses (Must take all):	**Credits**	
HCG 9010 Advances in Human Genetics	3	_____
HCG 9040 Knowledge Development	3	_____
HCG 9050 Ethics & Policy in HCG	3	_____
HCG 9070 Applied HCG	3	_____
HCG 9330 Interdisciplinary Research	3	_____
	15	

Cognate Courses (to align with dissertation research) (* indicates required coursework)

Note: Post-baccalaureate students must take a minimum of 27 credits of cognate courses. Specific courses may be waived and/or additional cognate courses may be required, depending on prior coursework and dissertation research focus. The number of required cognate credits will therefore vary between students. To ensure currency of content, date restrictions may apply.

*Molecular genetics (e.g., GEN 6200)	3	_____
*Bioinformatics (e.g., GEN 6400)	3	_____
*Human Genetics (e.g., GEN 6700)	3	_____
*Statistics I (univariate)	3	_____
*Statistics II (multivariate)	3	_____
*Research methods	3	_____
HCG 9100 Research seminar	1	_____
HCG 9890 Grant writing	3	_____
HCG 9890 Pharmacogenomics	3	_____
Population genetics	3	_____
Biochemistry	3	_____
Epidemiology	3	_____
Qualitative research	3	_____
Other		_____

Dissertation Hours:

HCG 9910 18 credits (minimum)

Program Minimum Total: 60 credits

Student signature: _____ Faculty signature: _____

Date: _____ Date: _____

HCG Course Descriptions

HCG 8890 Applications of Precision Oncology 3(3) The course will prepare students to interpret genetic variants for oncology applications to assist with diagnosis, prognosis, and treatment across ages and throughout the cancer trajectory.

HCG 9010 Advances in Human Genetics 3(3) Overview of the disciplines and content areas related to advances in human genetics/genomics. Topics include aspects of biochemical, molecular, population genetics and cytogenetics as they relate to genomic health care Bioinformatics is addressed, incorporating the use of genetic databases for research and clinical settings. Preq: Consent of instructor.

HCG 9040 - Knowledge Development 3(3) Group discussions of trends and recent developments in theory related to research topics associated with healthcare genetics. Preq: Doctoral standing or consent of instructor.

HCG 9050 Genomics, Ethics and Health Policy 3(3) Designed for health-care professionals. Analyzes relationships among political climate, policy design and government action as related to ethical, legal and social issues surrounding availability of genetic information. Examines an ethical perspective and outcomes on health policies relating to genomic issues as well as contemplated actions based on new medical techniques. Preq: Consent of instructor.

HCG 9060 Research Methods in Healthcare Genomics An introduction to research methods used in healthcare genomics. Students will examine features of various research designs applied to inform biological, biobehavioral and translational research questions in the discipline of healthcare genomics.

HCG 9070 Applied Health Genetics 3(3) The principles of genetics are being utilized to individualize healthcare with new resources available to professionals for research and education. The course focuses on applying principles and issues in the areas of translation research, intervention and policy to establish a working knowledge of healthcare genetics. Preq: Doctoral standing or consent of instructor.

HCG 9090 Laboratory Methods in Healthcare Genetics 1-9(3-27) In this laboratory-based graduate level research course, students design and conduct their own research project using cancer cell lines and an experimental substance of their choosing to evaluate topics in healthcare genetics. Experiments may also be performed to evaluate in vivo responses to IRB approved protocols. May be repeated for a maximum of nine credits. Preq: Consent of instructor.

HCG 9100 Research Seminar 1-9(1-9) Discussion of current research developments in healthcare genetics. May be repeated for a maximum of nine credits, but only if different topics are covered. Preq: Doctoral standing.

HCG 9330 Interdisciplinary Research 3(3) Examination of interdisciplinary research as a means of integrating information, data, techniques, tools, perspectives, concepts and/or theories from two or more disciplines or bodies of specialized knowledge in order to advance knowledge development or solve problems. Preq: Doctoral standing or consent of instructor.

HCG 9890 Selected Topics 1-9(1-9) Group discussions of trends and recent developments in research related to healthcare genetics. May be repeated for a maximum of nine credits, but only if different topics are covered. Preq: HCG 9010 and consent of instructor.

HCG 9910 Doctoral Dissertation Research 1-18(1- 18) Focuses on specific research topic identified and agreed upon by the designated dissertation committee. Preq: Doctoral standing.

Dropping a Course

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

Guidelines for Expressing Student Concerns

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

Ombudsman

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

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

Section III: Program Information, Policies and Procedures

Advisement

Upon acceptance to the graduate program, students are assigned to the Director of Graduate Programs, HCG PhD Advisor, and the graduate student services coordinator as advisors who will develop the students' Plan of Study. By the third semester PhD students will identify a Chairperson for their Comprehensive Examination, Dissertation Committee, and Final Dissertation Defense. The chairperson must be a member of the SON faculty who is doctorally prepared, holds a full-time regular faculty appointment, and is tenured or eligible for tenure in the School of
Nursing.

Graduate School Progression Requirements

Work leading to the PhD in Healthcare Genetics degree will give the student a comprehensive knowledge of his or her field of specialization and a mastery of the methods of research. The degree is not awarded based on coursework completed or other routine requirements. The final basis of granting the degree is the student's grasp of the subject matter of a broad field of study, competence in planning and conducting research, and ability to express themselves clearly and professionally verbally and in writing.

Formal coursework requirements exist for the doctoral degree regarding the minimum number of credit hours to be completed at Clemson University. A minimum of 18 doctoral dissertation credits is required. Should the direction of study or research interest change, the student may be required to request the appointment of a new advisor and take additional coursework.

Program Time Limit to Completion

All requirements for the doctoral degree must be completed within eight (8) years from the date you first matriculate into a doctoral degree program at Clemson. The time limit applies to all doctoral programs, even cases where a student is receiving a master's degree en route to the doctorate. This clock does not stop for leave of absence. Programs may petition for different time limits for their program for good cause. In exceptional circumstances, a student may petition the Graduate School for additional time with approval of the advisory committee. A student who exceeds the time limit without an extension can be dismissed from the Graduate School for failure to maintain adequate academic progress.

Official University Communication

According to Clemson University policy, email is an official method of communication. Thus, all official communications will be transmitted through Clemson University email to your official Clemson email address at the "clemson.edu" domain. It is your responsibility to monitor this email account at all times while enrolled in Clemson University. Failure to monitor this account may cause you to miss important announcements and deadlines, and will not serve as a basis for an appeal or modification of deadlines

Academic Integrity - Graduate Philosophy

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. 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. The Graduate School and the graduate faculty will respond vigorously to charges of violations of academic integrity.

For more details please see full details including definitions, explanations and examples of violations of academic integrity in the Graduate Policies and Procedures handbook.

Graduate policy and procedures

Violations of the principles outlined in the graduate philosophy on academic integrity will be pursued to the fullest extent according to the procedures outlined below. Violations of academic integrity include violations in coursework, research,[14] independent projects, practica, internships, comprehensive and qualifying exams, theses and dissertations and other publications[15] or works submitted as requirements for receipt of a degree. Non-degree seeking students may also be charged with violations of academic integrity.

This policy broadly defines and provides examples of violations of academic integrity, categorizes the seriousness of violations into four levels,[16] and establishes guidelines for discerning appropriate sanctions for each. As there is no way to identify within this policy all of the possible violations of academic integrity, the policy and ensuing procedures are intended as a general guide for faculty in all colleges to enable consistent, reasonable, and fair judgments of graduate student actions incongruous with the fundamental values and general philosophy described above.

The authority to resolve cases of violations of academic integrity by enrolled graduate students is vested in the Graduate Academic Integrity Committee.

A. Definitions, explanations and examples of violations of academic integrity[17]

Violations of academic integrity may include, but are not limited to, the following:

Cheating. Cheating involves giving, receiving, or using unauthorized aid on any academic work submitted for grading including but not limited to coursework, laboratory assignments, research projects, comprehensive and qualifying examinations, theses and dissertations, or using digital logins and account numbers that belong to another person without the permission of the account owner. Unauthorized aid includes collaborating with classmates or others when explicitly prohibited, using online paper mills or paying individuals to prepare research papers, reports or projects, submitting identical work to satisfy the requirements of more than one class without the approval of the faculty, or using textbooks, notes, the internet, and other sources when instructed to work alone.

Fabricating/falsifying information. Fabricating or falsifying information involves actions such as making up data that were not collected, stating that studies were conducted that were not, indicating that original source material was read when information was obtained from secondary or tertiary sources, making up references not used, or identifying sources that were not consulted (e.g., telephone interviews).

Facilitating violations of academic integrity. Facilitating violations of academic integrity involves a student intentionally helping another violate the principles of academic integrity (for example, allowing friends access to their work, or instructing students on ways to solicit aid on papers, projects, take home exams, tests for state and national licenses, etc.).

Failing to cite contributors. Failing to cite an author or multiple authors involves not giving credit to individuals who have contributed significantly to a work (paper, research project, poster, etc.) and claiming the final product as one's own.

Plagiarizing. Plagiarizing is theft of the work accomplished by someone else. It includes copying and pasting words, phrases, sentence structure, computer code or files, images, or ideas from any source, including the internet, and attributing the work to one's own efforts. Blatant examples of plagiarism include failure to use quotation marks, failure to indent quoted text of more than three lines, and failure to cite consulted sources either in footnotes, endnotes or within the body text of a document. More subtle examples of plagiarism include paraphrasing or using others' conceptual frameworks for developing creative works without acknowledgment or permission or citing a source within the text, but then directly quoting the materials without the use of quotation marks or text indentation.

Thwarting others' progress. Thwarting others' progress involves editing, deleting or otherwise destroying electronic files that belong to another person or intentionally stealing or destroying property which prevents others from using it to gain needed information to complete assignments; for example, library materials on reserve, materials on loan by a faculty member, or reports and documents made available for student use by external companies, state and federal agencies, etc.

Clemson Graduate School Statement on Artificial Intelligence

Artificial intelligence (AI) is becoming ubiquitous in all phases of life including on college campuses. AI tools continue to transform teaching, learning, and research when used properly; however, improper use negatively impacts student learning and the generation of original and creative thought that is a core intent of the academy. Improper use strikes at the heart of academic integrity and must be addressed in teaching and research.

CUSON graduate student expectations are that 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, facility policies, and state and federal regulations are also Academic Integrity violations.

Grading & Other Program Policies

Program Progression

Graduate students who fail to meet the following minimum academic standards for graduate studies at Clemson University are placed on academic probation. These minimum standards include a cumulative 3.0 grade point average in all graduate-level courses (6000-level or above); and all courses listed in the **GS2 Plan of Study**. Courses taken on a pass/fail basis are not included in GPA calculations, but failures can indicate failure to maintain adequate performance or to make satisfactory progress toward degree and can lead to probation. The cumulative 3.0 GPA requirement applies independently to graduate degrees; that is, a new grade point average computation begins after the completion of the first degree.

The Graduate School recognizes any course completed with minimum grade of *C*– for the course to apply toward a degree, however programs may have higher expectations if desired. In the HCG program it is our expectation that students achieve grades of B or higher in all coursework. Students who fail to meet these requirements may become ineligible for graduation and remain on academic probation until they earn the requisite 3.0 grade point average or are dismissed.

Procedure for student: If you are a graduate student placed on academic probation, you should meet with your major advisor and/or graduate program coordinator to ensure that the expectations for removal of the probationary status are clearly defined and that you understand them. You must submit an **R1 Plan for Success** or **R2 Second Plan for Success** form no later than the date specified in the probation notification (typically around the beginning of classes for the next term).

Graduate assistants and fellowship recipients: If you are a graduate student on academic probation, you may be in jeopardy of having your assistantship or fellowship terminated, particularly if you are on probation more than one semester. Programs may choose not to reappoint a student failing to perform to expected standards academically or in reference to assistantship duties. You should consult your **graduate program handbook** for program expectations. The Graduate School reserves the right to declare a student ineligible for an assistantship or fellowship independent of program decisions.

For more information, see *Academic Probation* in the Graduate School Policies and Procedures handbook.

Grade Appeal

Grades cannot be appealed, although you may file an official grievance under certain circumstances. For more details please see full details in the **Graduate Policies and Procedures handbook**.

Pass/Fail Enrollment

Dissertation research, and a small number of unstructured courses approved by the Graduate Curriculum Committee as non-graded courses, may be taken at the graduate level on a pass/fail (P/F) basis. Courses graded P/F are not included in the GPA; however, the grade P or F does appear in the permanent academic record. Classes not previously approved as pass/fail by the Graduate Curriculum Committee will not be converted to the pass/fail option at a student's request. Credit hours for which the student receives a grade of fail (F) will not apply toward the number of credit hours required for the PhD degree but can indicate lack of satisfactory academic progress and may lead to dismissal. The accumulation of grades of pass (P) in dissertation research does not infer completion of the research; such grades indicate satisfactory progress.

Incomplete Courses

A grade of Incomplete (*I*) indicates that a relatively small part of the semester's work remains undone and indicates a reasonable expectation that your completion of the work will lead to a satisfactory grade. Grade *I* is not given to a student whose submitted work indicates a failure to master the material, failure to turn in any work, or failure to attend class. Instructors have complete discretion to approve or deny a request for an incomplete based on their assessment of your progress in the course. This decision is not grievable.

The student is allowed 30 days after the beginning of the next scheduled session, excluding summers and regardless of the student's enrollment status, to remove the incomplete grade. Normally, only one extension for each *I* may be granted, and only under unusual circumstances. The extension must be approved in writing by the instructor of the course and the chair of the department in which the course was taken. The extension will indicate the nature and amount of work to be completed and the time limit. (Under this policy you are prohibited from removing the *I* by repeating the course.) A letter grade of *I* converts to *F* unless the incomplete is removed within the time specified.

Any student who receives a grade of *I* is ineligible for graduation, including earning a master's degree en route to a doctoral degree, until the incomplete work has been resolved and a letter grade submitted to the Office of the Registrar.

Expectations of Professional PhD Student Behavior

Disruptive Behavior or Disorderly Conduct

Students are expected to conduct themselves in a professional manner in all classroom and clinical settings. See the Clemson University policy .

Graduate students will:

- Conduct themselves as professionals and representatives of Clemson University** at all times;
- Arrive at least 5 minutes prior to the class starting time.
- Prepare in advance for class/lab experiences and review learning afterward;
- 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 synchronous class meetings.
- Communicate respectfully (both verbally and in writing)

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

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

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

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.

Student Records

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.

Minimum Credit Hour Requirements for GTAs and Full-time Students

Students holding an assistantship and full-time students **must be enrolled for at least 9 academic credits**. Students who are part-time must be registered for at least 6 credit hours. Any students who are registered for less than the required credit hours may take HCG 8890: Special Topics for up to 3 credit hours per semester. Summer semester requirements may differ. Contact the Financial Aid Office for questions.

Funding Graduate Education

As a PhD student at Clemson University, it is likely that a big concern is paying for courses and completing the degree. PhD students may submit a proposal for external funding. The internet may be valuable in investigating possible sources of funding. Consider all sources of external support, even small amounts (e.g. $200 to $1,500) options. These awards might cover books and supplies, travel to a conference, or support dissertation activities.

The following list identifies some of the sources of funding. Additional sources will be sent by email as the Director of Graduate Programs receives them.

- Personal funds
- Loans-credit union, bank, federal student loan programs
- Fellowships from CU sources, Graduate School
- Teaching Assistantship
- Research Assistantship
- Employment on campus
- Employment off campus
- Awards from extramural funding sources
- Conference travel funds (Graduate Student Government)
- Clemson Graduate School
- Clemson Healthcare Genetics Program

Financial Aid Loans

This option initially requires less effort and initiative, but eventually require pay back potentially with interest. Information may be obtained from the Office of Financial Aid (Sikes Hall).

Funding from Extramural Sources

There are funding sources from external organizations that support graduate students in their doctoral studies. When you begin to search for a position, you will have a tremendous advantage if you can demonstrate that you have experience with submitting funding proposals to external sources. Increasingly today, position descriptions appear with the words ―grant-writing experience‖ as either a required or preferred skill. In addition, if you have received an award from a nationally competitive program, your subsequent proposals will be considered more favorably. While you are a graduate student, you are in an optimal position to learn the process of writing funding proposals. Your academic advisor, research supervisor and your peers are here to review your proposals. The graduate school, colleges and the PhD program offer seminars and workshops to help with proposal writing.

Assistantships, Traineeships & Fellowships

Graduate Research Assistantships (GRA)

Graduate research assistantships provide graduate students with financial resources necessary to complete their degrees while learning the skills of actively participating on a research team. Funds for research assistantships come from faculty research grants or the university. These will fluctuate depending on faculty funding. A graduate student is assigned to work for a professor on a research project and, while doing so, is supported as a Graduate Research Assistant (GRA).

For GRAs, there are different activities based on the level of the assignment. Activities that contribute directly to the student's research or academic career, and activities that contribute primarily to the scholarship of others may lead to the GRA being a co-author on publications that result from the faculty's research. However, the student's dissertation project must be independent research that is conceptualized by the student

GRA's may also support the research of the faculty, providing the work of the GRA is *unrelated to their dissertation work.* Students may or may not be invited to participate as authors of publications or presentations. The GRAs who have these appointments may spend up to 20 hours per week on assistantship activities, depending on the time negotiated with the faculty, over the course of their appointments.

The duties of a GRA will be provided by the professor in charge of the project. Each graduate research assistant will clarify with their research supervisor the responsibilities and duties regarding the research. The student's performance is reviewed at the end of each semester. Graduate *Research* Assistantships are *12- month appointments.* Assistantships are assigned on a year-to-year basis. Renewal is at the discretion of the School of Nursing and the faculty overseeing the research.

Graduate Teaching Assistantships (GTA)

A limited number of Graduate Student Assistantships (GTA) positions are available. An email requesting resumes will be sent by the Director of Graduate Programs for any open positions. Guidelines may be changed by the University without notice and are based on Clemson University guidelines at all times. Assistantships are generally assigned based on availability by semester. Selection for assistantships is based on clinical or work experience and the recommendation of the lead teacher or nursing administrator. Most assistantships require a commitment of 10-15 hour/week (15 weeks/semester). Student who hold an assistantship may receive a tuition waiver, a reduced fee for University charges, and a stipend for the hours they work.

Scholarships and Fellowships

Clemson University information relative to financial aid is available from the Financial Aid Office (G-01 Sikes) or call 864-656-2280 and the Graduate School (E-108 Martin Hall).

South Carolina incentive grants and loan replacement opportunities may be available to physicians and nurse practitioners, and physician assistants through the SC Office of Rural Health (803-454-3850, ext. 2009).

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 School of Nursing students while engaged in any portion of their educational or research experience is strictly prohibited. **Students my not attend lab or research experiences while taking new medications which may have side effects of sedation or stimulation or may impact 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.

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

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

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

- Observable lack of motor coordination without reasonable explanation. Such behavior must be described objectively by the person making such observations;
- Incoherent speech without reasonable explanation;
- Inappropriate decision-making behavior without reasonable explanation. This behavior must be described objectively by persons making such observations and must clearly be inappropriate based upon reasonable expectations of students at the same academic level.
- Odor of alcohol detected from a 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 student will be asked to leave the facility immediately.

- In all cases, the student may not participate in any laboratory or research experiences until an appropriate plan of action has been identified.
- If incident occurs in a laboratory or research experience, the Director or designee will be notified by telephone.
- The student will be required to immediately have drug testing at their expense. The student must have a designated drive pick them up and drive them to a local testing site.
- 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 laboratory or research 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 Director 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 laboratory or research experience 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. If the student 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 laboratory or research 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 course when a significant portion of the laboratory or research experience has been missed.
- The student may receive a failing grade in any course in which a significant portion of the laboratory or research experience has been missed.
- The student may be barred from further participation in laboratory or research experiences.

The ultimate decision on a plan of action to be followed will rest with the Dean. Graduate students in the School of Nursing will be expected to abide by the policy. All information related to these procedures will be held in confidence and released only in those instances required by University and /or School of Nursing.

PhD students are responsible for reviewing the Clemson University Alcohol and Drug Use Policies and Student Code of Conduct at:
https://www.clemson.edu/campus-life/healthy-campus/aod/aod-policies.html

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

Joseph F. Sullivan Center

The Joseph F. Sullivan Center 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. Clemson University students are required to have access to a laptop computer that they may be required to bring to class.

Connection to the Clemson University Libraries Catalog & Databases

The library maybe accessed at: http://www.lib.clemson.edu. The Library Reference Desk may be contacted at: 864.656.3024

Student Representation

Students are also encouraged to participate in School of Nursing activities through elected or appointed membership on School, College and University Committees. Student input is one of many important ways that faculty learn about concerns and issues in the program. At the beginning of each year students are elected by their peers to serve on the PhD Student Program Advisory Committee. It is important to elect representatives who will agree to attend designated meetings for this process to take place.

Healthcare Genetics Society

The Healthcare Genetics Society (HCGS) is a Clemson University sponsored student organization that was established in 2011 by Interdisciplinary PhD in Healthcare Genetics (HCG) students. The organization is overseen by a faculty advisor. The HCGS meets twice per semester or as often as society members deem appropriate. HCG students who reside outside the Clemson area can access the meetings remotely. Meeting agendas will be determined by HCG Society members.

Familiarizing Yourself with Research Projects

The dissertation is certainly an important research product; however, a graduate student should consider the dissertation to be only a part of the process in developing themselves academically and professionally. It is helpful that students are involved with other research projects, varying the type and extent of involvement in order get the most out of every experience.

Section V: 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 gradation. 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.

The Comprehensive Examination, Dissertation & Defense Committee

In accordance with the Graduate Student Policies & Procedures, each candidate for the PhD in Healthcare Genetics is required to complete a research dissertation and Final Dissertation Defense administered by the student's Dissertation Committee. Check the Academic Calendar for due dates as students are responsible to know deadlines.

HCG PhD Program Advisor and Transition to Major Advisor/Committee Chair

Every student enrolled in a graduate program must have an advisor. The advisor is the faculty member who provides general guidance throughout the program of study. The advisor will recommend initial courses to be taken until a Major Advisor/Committee Chair and dissertation committee are selected. Initial coursework should be of a fundamental or core nature so that the dissertation committee, once constituted, will have maximum flexibility to formulate the remainder of your program of study. The HCG program coordinator who has with chair selection
will assist in the selection of Chair and committee members.

The Chair is responsible for providing realistic expectations for completing the requirements of the degree. A dissertation committee may be co-chaired by more than one faculty member. Doctoral students must select a Chair and submit the curriculum Plan of Study (GS2) no later than the beginning of the fourth semester of study following matriculation. After these deadlines, students may be blocked from registering for future courses until the plan of study is submitted. The School of Nursing supports students in their right to have significant control over the selection of Chair and committee members.

Graduate Dissertation Committee

A student's dissertation committee approves degree curriculum, supervises the plan of study and cognate requirements, administers the final dissertation defense, and initiates the recommendation for the awarding of the degree. One member of the committee is designated as chair and normally directs the dissertation. Every PhD student must form a committee not later than the beginning of the fourth semester of their doctoral program. (See additional information on Committee Chair and Committee Composition choices on page 46)

Committee Composition

A minimum of four members must be selected by a student seeking a doctoral degree. All members of a dissertation committee must be current members of the Graduate or Adjunct faculty. The majority of the dissertation committee, including the chair, must include full-time Clemson University Regular or Administrative faculty as defined in the Faculty Manual. External experts must submit a curriculum vitae to the Chair, who will forward to the Tenure, Promotion and Reappointment (TPR) Committee for review for as Graduate or Adjunct Faculty status. External expert must be approved by the TPR Committee to serve on the PhD dissertation committee.

External Committee Member (Advisor): This process is used to add an External Committee Member (Advisor), who is not a Clemson University faculty member, to a student's dissertation or DNP project advisory committee. Student's initiate this form requesting the advisor be assigned to the student's department as Graduate Faculty. Upon approval by the Tenure. Promotion and Reappointment (TPR) Committee and the Director of the School of Nursing, the external advisor will be available for the student to select as a committee member for the GS2.

Information for completing the form: https://www.clemson.edu/graduate/students/request-for-external-advisor-documentation.pdf

For to request approval for external committee member: https://www.clemson.edu/graduate/students/external-advisor.html

Plan of Study (GS2 form) and Electronic Submission

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 by the third semester of coursework. Please take note that there are two scenarios for submission. First is when all committee members are Clemson University faculty and the electronic form can be used. Second, if a committee consists of any external member, the student will request a fillable pdf form from the graduate school (gs2help.clemson.edu) and will submit that form to the graduate school.

The Electronic submission is a 2-step process. Students will first complete the committee selection process and, once approved, the Plan of Study (provided at orientation) is to be submitted. The Committee Selection and GS2 submission may be completed at: http://www.clemson.edu/graduate/students/gs2-hints.html

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).

- **Answers for the form: (Please answer carefully)**
  - **Degree:** PhD.
  - **Focus:** Healthcare Genetics.
  - **Dissertation or Thesis:** Yes
  - **GS7 or no-GS7:** GS7 required.

The following should be noted in completing this form in order to expedite approval of your curriculum:

(1) At least one-half of the required courses for a graduate degree must be selected from those numbered 700 or above for professional master's degrees and numbered 800 or above for Master of Arts and Master of Science degrees, **including all transfer credits**.

(2) Courses completed in excess of those required by the specialty option should not be listed. 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.” In general, no more than 12 credit hours should be listed in this manner. This procedure is designed to alleviate problems resulting from uncertainties in course scheduling and to eliminate frequent alterations of the list of required courses.

Transfer Credits

As described on page 11, admitted students may request courses taken at other institutions be considered for transfer credit from an accredited university that utilizes a letter grade system. After admission, students requesting transfer credits must supply syllabi for all courses in the request to the Director of Graduate Programs who will then complete a gap analysis. The submitted syllabi will be provided to faculty who lead the corresponding Clemson University courses to review for equivalency. The student will be provided with a written copy of the gap analysis and revised Plan of Study showing accepted credits.

Transfer credits must not have been used to satisfy the requirements for any other degree and must have been completed within the eight-year period preceding the date the graduate degree will be awarded. Transfer courses cannot be revalidated for graduate credit. **There are no exceptions to this requirement.**

Credits to be transferred must be labeled by an asterisk in the list or required courses and must bear the course number listed in the catalog of the institution(s) awarding the credits. The institution(s) and grade(s) should be identified along with the course(s) in the space provided below. **Do not use the corresponding Clemson University course numbers on the front page or below.**

Final Dissertation Defense

The GS7D must be completed (typed) and brought to the Final Oral Examination. The committee will sign upon successful completion and the Chair will submit to the Graduate Student Services Coordinator who will submit to the Graduate School.

Application for Graduation and Diploma Order

This 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 ceremony. Contact Enrolled Services at 656-5339 with questions. Form maintained by Office of the Registrar is available through iROAR.

PhD Student Achievement Award

Faculty will nominate and select (through anonymous vote) one PhD student from the graduating cohort for the PhD Student Achievement award.

Hooding Ceremony and Professional Convocation

HCG students completing their PhDs can participate in the University-wide Hooding ceremony, typically held two days before undergraduate graduation ceremonies. HCG students will receive their doctoral hoods as part of the ceremony - hoods can be purchased through the bookstore online. 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 PhD in Healthcare Genetics and Genomics degree will again be hooded as part of the ceremony.

Continuous Enrollment, Leave of Absence & Re-entrance

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). The full policy can be found in the Graduate School Policies and Procedures.

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

Students who take a semester off (Fall or Spring) must complete a Re-entrance form

Section VI: Miscellaneous

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
- Respectful communication (both written and verbal)
- Consider asking a friend about assignments before contacting faculty

Policy for Use of Personal Digital Devices in the Clinical Area

Personal digital devices (PDD's), including phones, tablets, laptops, or other digital devices, may be used in the laboratory or research areas. Use of portable electronic devices is regulated by the facilities, 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.

- 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.
- Students must adhere to professional standards for all communications, including maintaining confidentiality, proper conduct of communication, and communicating appropriate material.
- **Inappropriate use or violation of HIPAA guidelines may result in dismissal from the clinical, the School of Nursing and/or Clemson University.**
- Infection control precautions must be maintained when using personal devices in patient care areas (See Personal Digital Device Infection Control below).

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**.
- Risk for transmission of organisms is not only to your patients, but also to your family & friends.

Health Insurance Portability and Accountability Act

All students are expected to comply with the guidelines of the Health Insurance Portability and Accountability Act when in the laboratory setting or when collecting data.

Professional Dress Code

PhD students must follow the dress codes of the University or applicable clinical or laboratory facility.

Students working in the healthcare genetics laboratory or other laboratories on campus must follow safety and professional standards in the laboratory. Students working in a clinical environment must follow the dress code of the applicable site.

Dissertation Guidelines and Committee Forms

Clemson University Dissertation Resource

https://www.clemson.edu/graduate/students/theses-and- dissertations/index.html

Comprehensive Examination

The comprehensive examination is a major step on the way to earning your PhD. This exam marks a transition from the more formal phase of the degree program involving coursework to the important phase of the intensive pursuit of an independent research project. The examination has both a written and oral component.

The comprehensive examination is a University required component of the doctoral program of study. The goals of the comprehensive exam process are:

- To demonstrate integration and synthesis of knowledge across and beyond specific course content.
- To enhance professional expertise and research competency in targeted subject areas.
- To articulate a critical understanding of the PhD program's mission and values.
- To demonstrate professional potential through the following competencies:
    - An understanding of the research process;
        - The application of theory to address practical problems with diverse populations;
        - The effective conceptualization and communication of complex ideas.

Students who pass the comprehensive examination are advanced to candidacy and proceed to the dissertation. At this point the doctoral student can use the signature, "PhD(c)" or "PhD candidate" on all written communication and presentations. They may not be addressed as "Doctor" until the Dissertation has been defended, turned into the Graduate School and a notice of completion has been received.

Planning for the Comprehensive Exam

At the time the plan of study is approved and the GS2 FORM is filed the student should begin planning for the comprehensive examination. Students are eligible to take the comprehensive examination when they have completed 80% of required coursework and have approval from their committee. The student's comprehensive exam committee, in discussion with the student, determines the content, process and deadlines for the exam. The exam is a combination of both written and oral presentations. The committee also establishes the criteria to pass for each aspect of the exam. These are shared with the student.
No student will take the comprehensive examination until the following requirements are fulfilled:

- Approval of the student's dissertation committee has been obtained.
- The student's plan of study has been filed with the Registrar.
- The student has completed *80 percent of the course work* in the program (excluding dissertation).

Students, in consultation with the comprehensive exam committee, will complete the comprehensive planning forms and obtain necessary signatures. Forms should be as specific and complete as possible.

The PhD comprehensive exam committee and the student will discuss the comprehensive examination well in advance of the scheduled date, at a meeting of the group called for this purpose. The discussion will include the relationship of the student's goals to the examination. In addition, information will be provided regarding the general range of the standards for evaluation; the format of the exam components; the grading system to be used; how each member of the committee will be involved in grading examinations. Formats that are possible for the exam include: published articles (student is first author), critical reviews of the literature, a major grant proposal, publishable papers, an essay exam, concept development paper, or several chapters of the dissertation proposal. For oral examinations, the content areas to be covered will be identified and the length of the exam will be set. The time limitation is approximately one week for each question.

Comprehensive Exam Committee

This committee is composed of four members, with a minimum of two of the members being School of Nursing faculty. The final member may be from outside the university and will serve as the content expert. The group administers the comprehensive and final dissertation defense examinations.

Evaluation of the Comprehensive Examination

The written component of the exam must be submitted on time to the major advisor. The major advisor distributes the exam questions to the other committee members. The committee members have three weeks to read the exam. Each faculty committee member will independently read and evaluate the exam and will grade it as a “pass” or a “fail”. The student will be contacted regarding deficient content and will be allowed to address the deficient areas in the oral component of the examination.

The oral component of the comprehensive examination occurs after the student has completed the written component of the examination. The purpose of the oral exam is to test the student’s ability to integrate his or her previous experiences and knowledge gained in the doctoral program as they relate to his or her substantive papers and proposed dissertation topic. The qualifying exam also tests the students’ ability to balance opposite, yet complementary, characteristics and behaviors. These include the ability to be confident and skeptical, certain and questioning, open and defending and experiential and documenting.

During the oral examination the student is expected to summarize the answers to their written exam and address any areas that were identified as deficient. The exam usually lasts two hours. The committee evaluates the student’s performance. Each faculty member will vote for a “pass” or a “fail”. A majority of members must vote for a pass. A tie vote is considered a fail. The committee has the discretion to issue a pass with distinction.

The results of a student's performance on the comprehensive examination are recorded on a **GS5 form** completed by the Comprehensive Exam Committee, available on the Graduate School website. Each committee member must sign (not print or type) his or her own name and designate the area of specialization as passed or failed. The student takes the signed **GS5 form** to Enrolled Services and the major advisor places a copy in the student’s file.

Guidelines for HCG PhD Written and Oral Comprehensive Examination

(One form will be completed for each component –Written and Oral)

Student Name:_____ **Date:**_____

The committee members' final evaluation of the written and oral comprehensive examination is based on the consensus of the committee using the categories below. To advance to candidacy, the student must achieve a Pass on all components of the examination.

0	1	2	3	4	5
No credit	Unsatisfactory	Poor	Satisfactory	Good	Excellent

Questions from Chair: Name

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge.
_____ Organization: Ideas are linked in a logical matter.
_____ Content: Content is accurate and current, with reference citations.
_____ Synthesis: Critical analysis includes application of theory to practice identifying gaps and recommendations

Questions from Faculty 1: Name

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge.
_____ Organization: Ideas are linked in a logical matter.
_____ Content: Content is accurate and current, with reference citations.
_____ Synthesis: Critical analysis includes application of theory to practice identifying gaps and recommendations

Questions from Faculty 2: Name

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge.
_____ Organization: Ideas are linked in a logical matter.
_____ Content: Content is accurate and current, with reference citations.
_____ Synthesis: Critical analysis includes application of theory to practice identifying gaps and recommendations

Questions from Faculty 1: Name

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge.
_____ Organization: Ideas are linked in a logical matter.
_____ Content: Content is accurate and current, with reference citations.
_____ Synthesis: Critical analysis includes application of theory to practice identifying gaps and recommendations

Scoring

_____ **(Score 80-72 [91-100%]) Pass with Distinction**, based on superior performance.
_____ **(Score 71-64 [80-90%]) Pass,** acceptable performance.
_____ **(Score 63 or less [<80%]) Fail the Examination.** See graduate school handbook.

Time Limit for Comprehensive Examination Completion

Comprehensive examinations *must be passed no less than 6 months and no more than 5 years prior to the date of graduation*. All remaining requirements for the degree must be completed within five calendar years after the date of the completion of the comprehensive exam. (Clemson University Graduate School Announcements).

Dissertation and Establishing a Program of Research

The dissertation for the HCG PhD requires both preparations of manuscripts (at least three) submitted prior to graduation (with the third manuscript identified as Chapter Four) and the dissertation research started after passing the comprehensive exams.

Identification of an Advisor/Dissertation Chair

Your advisor is the most significant person in your life as a doctoral student. This is a relationship that can last a lifetime. Make sure you have a cordial relationship based on mutual respect and meet on a regular basis. Your advisor is your best source for information about your science, and he or she is best able to advise you about what you need to do to be competitive in your relevant job market. Your advisor also knows about sources of funding you might use to support travel to conferences or to finance your dissertation activities. He or she could also give advice on conferences you should attend, experiences you should gain, and journals in which you should aim to publish your work.

Dissertation/Research Proposal

The first step is to write a dissertation proposal. For example, if an experimental or quasi-experimental study is to be conducted then the proposal includes an Introduction, Methods, Analyses, and Hypotheses/Predictions sections for each of the dissertation research, as well as complete References. The format of the dissertation proposal will vary depending on peer- reviewed journal requirements.

The Dissertation Committee approves the dissertation proposal at the initial proposal defense meeting. Take a copy of the **HCG Dissertation Topic Approval form** (later in handbook) so it can be filled out at the meeting. This form should be filed with the Director of Graduate Programs.

Manuscript Development

In the HCG doctoral program it is expected that the student will develop and submit at least three manuscripts prior to graduation. These will include at least a topic-focused problem, review of the literature, and at least one describing the research and results of the dissertation project.

After the student has passed the comprehensive examination, the dissertation proposal has been approved and Institutional Review Board (IRB) approval is granted, work on the dissertation can proceed. This work is coordinated by the dissertation chair, but each member of the dissertation committee should participate in the ongoing process since they all must approve the finished draft of the dissertation.

Dissertation Defense

The dissertation defense is a University-required component of the doctoral program of study. Defending one's research is a fundamental facet of scientific scholarship. It is through this process that the student clarifies, validates, and demonstrates the significance of his or her research. As such, the oral defense represents the culmination of the matriculation process.

The dissertation should be distributed to the members of the Dissertation Committee *at least two weeks prior to the final oral defense, regardless of circumstances*. *If there are corrections, they must be available at least one week before the final oral defense*. The final oral defense is usually a discussion of the research carried out in the dissertation, including the theory and literature upon which it was based; however, questions may be asked about the field that extends beyond the specific subject matter of the dissertation.

To ensure fairness in the examination procedure and maintenance of academic standards, the Director of Graduate Programs may appoint an outside member to the examining committee. The outside member of the committee will read and critique the dissertation, will participate in the oral part of the exam, and will submit a report to the HCG Program Coordinator.

Scheduling the Dissertation Defense

The student must be registered during the semester in which the defense examination is taken. This should allow time for the members of the committee to review and evaluate the dissertation before the examination, and also allow sufficient time after the examination for the student to revise and submit the unbound dissertation to the Office of The Graduate School before the specified deadline date.

Defense forms for adding your defense date to the calendar are located at: https://www.clemson.edu/graduate/calendar/index.html

Evaluation

The final oral examination in defense of the dissertation will be conducted and evaluated by the dissertation committee and outside member, should one be appointed. All faculty members on the committee should be present for the defense. No defense should be scheduled when a member of the committee cannot attend. The dissertation defense is open to the academic community. The SON Director and Director of Graduate Programs are invited to attend. Other interested faculty members may attend the examination without vote. Students also are strongly encouraged to announce their orals for presentation to other graduate students. The dissertation and the student's performance on the final oral examination must be approved by a positive vote by at least three-fourths of the voting examiners, and with not more than one dissenting vote from among the dissertation committee. See the **Dissertation Defense Evaluation Rubric: HCG Doctoral Student Learning Outcome Assessment** (in Dissertation Guidelines and Forms section of this handbook).

Completion

After the dissertation committee members have reviewed and approved the dissertation and after the student has passed the final oral examination in defense, the student must incorporate into the dissertation any recommended changes and corrections before presenting it to the Dissertation Chair for final review and signature on a title page.

The student and his/her Chair also must submit a signed **GS7D** form to Enrolled Services with date and names of committee members present at the successful defense.

Planning Ahead

One of your major goals is to obtain employment after graduate school. For an academic position, for example, you will need to two to four publications in respected journals, several conference presentations, and strong letters of reference from your advisor and committee members. For those who plan to teach it is essential that you obtain teaching experience while you are in the PhD program. Those of you who plan a practice or policy-oriented career will need to demonstrate competence in those areas. Consult with your advisor and committee members to learn the appropriate amount of experience and skills needed in your area of work. Ask your advisor and others whose opinion you respect what a strong vita looks like in your particular area of interest, and then work to develop such a vita while you are in graduate school. The Career Center (316 Hendrix Student Center) also holds useful workshops and provides career counseling.

It is important that you become a broadly educated scholar in Healthcare Genetics; therefore, you should attend talks, presentations, or colloquia both in and outside of the HCG program. The websites of the Strom Thurmond Institute, Policy Studies program, Sociology, Rutland Center for Ethics and the Office of Teaching Effectiveness are good places to check. The bulletin board in the Graduate Studies room will also list presentations of interest.

You should also attend faculty candidate presentations for the School of Nursing. These are usually live broadcast for faculty. You can learn how to prepare for these types of research presentations. It is a good idea to attend with several other students so you can discuss the strengths and weaknesses of the presentation.

The HCG PhD program will hold regular meetings (sometimes called the Distinguished Researcher Presentation, “brown bags” or retreats) to present research and project activities. Attendance at these meetings is a part of your training and will help you grow as a researcher. Make sure you understand any policies about attendance at these meetings and retreats.

Major Advisor (Chair)

After the end of the second-year the student (often with the aid of the first year advisor) must select a major advisor. This advisor must be a member of the program faculty offering the degree and meet the requirements for dissertation committee membership described below. The dissertation committee for the PhD dissertation 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 outside committee member must meet Graduate School requirements (doctoral degree or terminal professional degree), with adjunct faculty status or consent of the Dean of the Graduate School.

Dissertation Committee

The student must select a dissertation committee in consultation with the major advisor (Chair). This committee approves the student's graduate degree curriculum, supervises the graduate program, and initiates the recommendation for the awarding of the degree. The chairperson directs the student's dissertation. This committee may be the same or different from the Comprehensive Exam Committee members. This decision is an important one for each doctoral student. A helpful essay is available at http://gradstudies.wordpress.com/2008/01/20/choosing- your-graduate-advisor/.

One of the key functions of the dissertation committee is to help the doctoral student develop the ability to integrate the various subject matter areas that provide the conceptual elements for a theoretical approach. To facilitate these functions, careful thought should be given to the composition of the committee.

To make an informed committee selection, students are encouraged to become familiar with as many of the faculty as possible during the semesters preceding that selection. This may be accomplished reading faculty research reports or making an appointment with a faculty member to exchange ideas.

Choosing the Comprehensive Examination & Dissertation Committee

Your selection of a research advisor is an important decision; it will affect the course of your graduate studies and your professional life. It is important that you have an opportunity to meet and get to know your primary dissertation, committee members prior to inviting them to be the Dissertation Chair or on the committee. Typically, the same committee members serve on the comprehensive examination and dissertation committee.

Steps for Committee Selection

- Review the faculty research interests on their SON webpages at: https://www.clemson.edu/cbshs/departments/nursing/about/faculty-staff/index.html
- Attend the beginning of the program Orientation.
- Make appointments to talk with faculty about their research, have a more detailed discussion to determine if a two-three year partnership would be a good fit.
- Attend the HCG Distinguished Researcher seminar, when offered, where faculty describe their research projects. Students should make appointments to meet with these faculty for a more detailed discussion.
- At the end of year two of dissertation study speak with the Director of Graduate Programs about your dissertation and/ committee.
- The Chair of the doctoral student dissertation committee has certain requirements. These include:
  - Doctoral status;
  - Previous service as a member on a doctoral committee;
  - A tenured Assistant or Associate Professor in the SON with a track record of research publications;
  - External Experts should be tenure track positions or in leadership positions and approved by the chair of the doctoral student dissertation committee or hold a terminal degree in their field of study.

Approval of Proposed Project

Students should check with their committee Chairs about any special requirements regarding preparation of the proposal. All committee members should have input into the initial proposal/project. The graduate student, in conjunction with the Chair, is responsible for making sure that the Committee members receive copies of the proposal, for arranging a mutually agreeable time for meetings, and for reserving a room for meetings.

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

Dissertation Defense

The dissertation defense is held only after all committee members have had input into the final project paper and feel the PhD student is ready to defend. Deadline dates are published for the final dissertation defense and graduation and can be found at:.www.grad.clemson.edu. Dissertation Defense calendar is located at:
https://www.clemson.edu/graduate/calendar/index.html

PhD student responsibilities for preparing for the dissertation defense are similar to those for the proposal meeting. All members of the committee should have copies of the dissertation well in advance and arrange for a mutually convenient date. The PhD 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 defense is to have a formal overview of the purpose of the research 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 dissertation. 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 GS7D form and the Dissertation Approval Form (if applicable).

Requirements for the HCG Article-Style Format for Dissertation (ASFD)

The Healthcare Genetics and Genomics doctoral program faculty support the article-style format for dissertation (ASFD). After discussion it was determined that the ASFD met an additional goal for the student to graduate from the PhD program with multiple publications in addition to the traditional dissertation research project with written description. It is believed this provides the student with a better foundation for research program development after graduation and experience with manuscript development and the submission process.

These guidelines are intended to help the HCG doctoral students, their advisors and committee to determine and share the expectations for the ASFD. The shared ASFD format expectations will ensure consistency among faculty and students from cohort to cohort in order to aid in facilitating the quality of ASFD from the HCG doctoral program over time.

These guidelines are based on a collection of similar documents provided by other institutions and those provided by the Clemson University Graduate School at :https://www.clemson.edu/graduate/students/theses-and-dissertations/format.html

General Guidelines

1. The ASFD should consist of three full-length manuscripts that have been *published or submitted for review to three peer-reviewed journals prior* to the dissertation defense date.
2. The articles incorporated into the ASFD must be based on work completed while the student is enrolled at Clemson University.
3. Each manuscript/publication is required to be approved by the dissertation committee as a final component of the ASFD.
4. The dissertation must be the student's original idea.
5. The dissertation can be embargoed until article submitted or reviewed to protect the copyrights and patent rights of the student. See

http://www.grad.clemson.edu/manuscript/upload.php for more detailed information.

6. There shall be a coherent topic or common theme among the publications, as defined by the student and finally approved by the dissertation committee.
7. The student should be the lead author on all three articles/manuscript submissions presented as part of the ASFD. However, if the peer-reviewed journal has other requirements for publication (such as a terminal degree) the dissertation committee be the final determinant regarding appropriateness of the paper for incorporation into the ASFD.
8. If an article/manuscript is multi-authored, the student needs to justify or clarify the contributions of the other authors in relationship to the research project. These could include origin of the research idea, concept and design, data collection, analysis and interpretation of the data and other significant areas of contribution requiring other types of information specialty.
9. It is expected that the major advisor of the doctoral committee will be involved in every aspect of the dissertation.

Suggested ASFD Overall Format

Preliminary Pages

Title page

Copyright - If the material in any chapter has been published, the student must obtain a letter of permission from the publisher allowing the student to use the work in the dissertation. Doctoral students should inform the publisher that ProQuest Learning and Information Company will microform the dissertation and that copies of the dissertation will be sold on demand. A copy of the letter must be provided to the Graduate School Office. In addition, proper credit (as instructed in the letter of permission) must be given in the text.

Abstract - Include only one all-inclusive abstract. This should be a description of how the various articles/manuscripts have been weaved together. It should include "connecting language to bridge each study to the next" with a "collective meaning" and "combined contribution" to the field of study presented as a coherent body of work.

If abstracts are provided with the other two papers (Chapter Two and Three), they should have the title of "overview".

Abbreviations - Include for the complete document.

Acknowledgements for all chapters Dedication
Table of Contents - Subheadings from the separate articles should not be included; do include the subheadings from the introductory and summary sections.

List of Tables - Include for the complete document.
List of Figures - Include for the complete document.

Main Body

Chapter One: Introduction—The function of the introduction is to weave the various articles/manuscripts together. It should describe, for the reader, their "collective meaning" and "combined contribution" to the field of study. This chapter should include:

1. Statement of the problem
2. Significance of the problem
3. Theoretical framework supporting the primary dissertation problem/issue
4. An overview of the important literature (Each article/manuscript will have its own unique literature review)
5. Research questions/hypotheses as they relate to each article/submission
6. Methodology used to answer those questions as they relate to each article/submission

Chapter Two: First Article

1. Article/manuscript with subheadings and references for Chapter Two in format required by the peer-reviewed journal to which the paper was submitted or published
2. Appendices

Chapter Three: Second Article

1. Article/manuscript with subheadings and references for Chapter Three in format required by the peer-reviewed journal to which the paper was submitted or published
2. Appendices

Chapter Four: Third Article

This is the dissertation research. It is expected this will be submitted to a peer-reviewed research journal to be approved by the chair of the dissertation committee

1. Manuscript with references in format required by the peer-reviewed research journal to which the paper was submitted or published
2. Appendices

Chapter Five: Conclusion

1. Summarize (from the three papers) the dissertation's main findings, limitations, discussion and recommendations.
2. Present and discuss the similarities and differences between the three separate articles/manuscripts.
3. Present the papers as a coherent body of work.
4. Explain how this dissertation makes a contribution to knowledge regarding the problem and the specialty area of healthcare genetics.
5. Present/discuss the knowledge gaps from the three papers.
6. Describe an agenda for future research, based upon the dissertation work.

References - Included from Chapters One and Five.

Appendices - Additional pieces that relate to the manuscript as a whole

HCG PhD Dissertation Committee Guidelines

NOTE: No part of the dissertation may be implemented until approved by the PhD committee and IRB approval for all facilities has been obtained.

➢ HCG PhD Dissertation Chair and Committee Members

- The PhD Advisory (Dissertation) Committee will consist of four (4) to 6 (six) total members. This may consist of two or more faculty members from the School of Nursing (SON) up to two faculty outside the SON or three (3) faculty members from the SON and a fourth member from outside the SON. One SON 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.

- The 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.

➢ Dissertation Topic Approval

- PhD student will submit a brief one-page APA proposal for the dissertation topic, which must be approved by the committee Chair.
  - If the project is part of a larger project, the PhD research components must be clearly delineated as independent PhD student work and the student must be allowed to publish and present her/his part of the dissertation.

- Once approved by the Chair, the proposal is then sent to the other committee members for approval.

➢ Scheduling

- The dissertation final defense should be scheduled with the Chair at least 3 weeks prior to Graduate School due dates for graduation. The PhD committee must all agree that the project is complete and ready to be disseminated publicly.

Dissertation Chair Responsibilities

1. Advise the student in the selection of courses in accordance with stated program direction before a doctoral committee has been formed.
2. Assist the student in the selection of committee members and assume responsibility for clarifying their roles.
3. Help the student keep up to date with current policies, procedures and requirements pertaining to all aspects of the program. The advisor is an important mentor concerning ethics in research and fellowships.
4. Review and approve all necessary graduate forms.
5. Advise the student in preparing a draft of the dissertation plan for discussion and approval of the dissertation committee.
6. Chair committee meetings for purposes of program planning, review of research proposal and final oral defense of the dissertation.
7. Advise the student concerning program adjustments and assist in completing proper forms.
8. Coordinate the preparation of the comprehensive PhD examination and its administration and follow through with the paperwork to both the student and committee members.
9. Provide guidance in developing the student's research proposal, conducting the research and preparing the dissertation.
10. Determine when the dissertation is satisfactory for distribution to the dissertation
11. Provide support and information to the student regarding PhD Program/Institute, and University policies.
12. Help students develop professional skills: grant, paper, and research writing; participation in scholarly and public forums.
13. Facilitate the student's career development: advise about career options; assist in preparation of application materials for fellowship, grant, and other opportunities; write letters of reference and recommendations.

Doctoral Student's Responsibilities

1. Review the Graduate School website http://www.grad.clemson.edu/ and become familiar with policies and procedures pertaining to the process of obtaining the degree. In particular, keep track of dates and deadlines for each step of the process, from choosing a major professor and establishing a committee, through procedures for the comprehensive exam, to completing the dissertation and dissertation defense.
2. Review selection of courses in accordance with the program with the major professor.
3. Work with the major advisor in selecting dissertation committee members.
4. Keep up to date with current University and PhD program policies, procedures and requirements pertaining to all aspects of the program.
5. In collaboration with advisor, complete the annual progress report.
6. Participation in lectures, faculty presentations, brown bags, and dissertation defense presentations is highly recommended to further your academic and professional development.
7. Submit any changes to program or committee structure on the proper forms with appropriate signatures to the graduate coordinator.
8. Prepare a program plan of study with advice from the advisor for discussion and approval of the dissertation committee.
9. Schedule dissertation committee meetings for purposes of program planning, review of research proposal, and final oral examination in defense of the dissertation.
10. Work with advisor concerning program adjustments and completing proper forms.

Clemson University School of Nursing
HCG PhD Dissertation Request Appointment of Committee

I,_____(Student's name/CID#) request approval for the following faculty members to serve on the PhD Dissertation Committee. Each member has been contacted be 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 advice the PhD 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 Date

_____

SON Faculty Member Date

_____

SON Faculty or Expert (non-SON) Member Date

Clemson University School of Nursing
HCG PhD Dissertation Committee - Student/Faculty Contract

Student's Name:_____ CID#:_____
Address:_____
Phone:_____ Email: _____

Project Title: _____

Project Goals: _____

Committee Chair:
Address:_____
Phone:_____ Email: _____

SON Faculty Member:
Address:_____
Phone:_____ Email: _____

SON Faculty Member:
Address:_____
Phone:_____ Email: _____

SON Faculty or Expert (non-SON) Member:
Address:_____
Phone:_____ Email: _____

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.
- Upon committee approval, disseminate work through manuscript submission and poster/podium presentation.
- 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

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 PhD student serving as Primary Author for manuscript publications and poster or podium presentations
- Liaison with other faculty serving on committee.

Student Signature/Date: _____

Committee Chair Signature/Date: _____

Clemson University School of Nursing
HCG PhD Dissertation Topic Approval

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

Committee Chair:_____

Proposed Committee Members: _____

_____

Project Title: _____

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?
  - What is the issue that needs addressing with this dissertation?
  - What site will be used to gather data for this dissertation? Attach Clinical Site Agreement form.
- Methodology & project plan
  - What sample/population will be included?
  - What is the setting?
  - What methodology will be used to complete this dissertation?
  - What are the expected outcomes of this research?
  - What instruments will be used to gather data (if any)?
- Implications for practice

Signature of Chair indicates topic approval

Chair Signature/Date: _____

Clemson University School of Nursing HCG
PhD Dissertation Information Sheet

Student Name:_____CID#_____ Date: _____

Title of Project: _____

Propose(s) of the dissertation study: _____

_____

_____

_____

IRB approval has been obtained._____Yes _____No

If yes, date of approval _____Submit copy of approval letter.

_____
CUSON Committee Chair

_____
CUSON Faculty Committee Member

_____
CUSON Faculty Committee Member

_____
CUSON Faculty or Expert Committee Member (non-SON)

Clemson University School of Nursing HCG PhD
Dissertation Facility Letter of Support

Students' Name_____CID#:_____

(Cell#)_____(Email) _____

The undersigned External Expert Dissertation Committee member agrees to participate in the review and approval process for_____'s PhD in Healthcare Genetics Dissertation work. She/He agrees to meet with the committee Chair and/or faculty as needed for project completion. The dissertation will include a final oral defense and the acceptance of a minimum of three publications. The authorship will be student, Chair, SON faculty and 4th faculty or external expert) Any data collected will be de-identified and all data will be reported as aggregate results.

Data Collection Site

Name of Facility:_____Phone: _____

Name of Committee Member: _____

Phone: (Office)_____(Cell) _____

Full Mailing Address: _____

_____

External Expert's Signature/Date: _____

Signature of Agency Representative & Date: _____

PhD Student Signature & Date: _____

Clemson University School of Nursing
HCG PhD Dissertation Request to Change Committee

Student's Name:_____ CID #: _____

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:

Clemson University School of Nursing Affirmation Statement – HCG PhD Dissertation

To be submitted with dissertation final product 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, as found in the Graduate Policy Handbook.

I,_____, a student in the Healthcare Genetics PhD program, affirm that the dissertation submitted by me was my original work in collaboration with the Dissertation 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 PhD program, a hearing may be conducted and appropriate action may be taken, including possible revocation of awarded degree.

Print Student Name: _____

Student Signature: _____

CID#_____Date: _____

Clemson University School of Nursing
Dissertation Defense Evaluation Rubric:
HCG Doctoral Student Learning Outcome Assessment

Student: CID#:

Title of Dissertation:

Date of Defense:

PhD student must meet or exceed all expectations to successfully complete the dissertation 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 clearly supported *Issue clearly defined			
Literature Review	*Synthesis clearly written *Information synthesized appropriately *Appropriate for 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			

	Expectation	Does not meet expectations (unacceptable)	Meets expectations (acceptable)	Exceeds expectations (outstanding)
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	*PhD materials are clearly written *Doctoral level work			
Format of Dissertation	*Dissertation 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			
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			

	Expectation	Does not meet expectations (unacceptable)	Meets expectations (acceptable)	Exceeds expectations (outstanding)
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 years unless classics)			

Clemson University School of Nursing
Documentation of Completion of HCG PhD Dissertation

_____ (Student name/CID#) has

successfully completed the PhD Dissertation entitled:

_____

as of (date)_____ 20_____.

Successful completion is attested by the signatures below:

_____
CUSON Committee Chair

_____
SON Faculty

_____
SON Faculty

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

Dissertation Chair to initial indicating completion	**Initials and Date**
Comprehensive Examination successfully completed	
Public PhD Dissertation defense completed	
Three manuscripts submitted	
Others:	

Scholarly Writing Resource

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.

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.

The following are examples only and are intended as a guide.

Title Page, Running Head and Page Numbers

The title page should have a running header (3-5 words), be double-spaced, have 1" margins and be 12 font. Information includes: Title of the paper, author's name, and the institution.

Running Header: THE ART OF NURSING

Citation Types

APA Citations

Journal or Magazine Article:

One Author:

Wilson, J. M. (2014). Shifting roles in nurse practitioner practice. *American Journal of Nursing, 13*(2), 53-65.

Two Authors:

Wilson, J. M., & Smith, A.C. (2014). Shifting roles in nurse practitioner practice. *American Journal of Nursing, 13*(2), 53-65.

Three to Seven Authors:

Wilson, J. M., Smith, A.C, Brown, J. A, Morris, M.D, Kane, P.I., Clark, B.D., and Owens, K.L. (2014). Shifting roles in nurse practitioner practice. *American Journal of Nursing, 13*(2), 53-65.

More than Seven Authors:

Wilson, J. M., Smith, A.C, Brown, J. A, Morris, M.D, Kane, P.I., Clark, B.D., … Owens, K.L (2014). Shifting roles in nurse practitioner practice. *American Journal of Nursing, 13*(2), 53-65.

Book

Mouse, M., & Pluto, D. (2013). *The best of OR nursing.* New York: Pocket Books.

Book Article or Chapter

Bacon, N. T. (2009). Two sides of a coin. In P. Dumbo (Ed.), *Spectrum of a great nurse* (pp. 2119-2223). New York, NY: Springer.

Encyclopedia Article

Stenson, O. (2010). Nursing fiction. In *The encyclopedia Americana* (Vol. 17, pp. 400-412). Anderson, SC: Hopson.

Website: (for more details, see the American Psychological Association's official site)

Clark, T. (1998). Mickey and Minnie Discuss Diabetes. Retrieved November 12, 2014, from Walt Disney World. Web site: http://www.disneyrus.com

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. User 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:
https://www.elsevier.com/__data/promis_misc/Levels_of_Evidence.pdf
http://www.innovations.ahrq.gov/evidencerating.aspx
http://www.aafp.org/journals/afp/authors/ebm-toolkit/strength.html
http://archive.ahrq.gov/clinic/epcsums/strenfact.htm
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2364804/

Quality of the Evidence
https://www.samhsa.gov/ebp-resource-center

Great Resource for All Writing Styles:
APA Style: https://apastyle.apa.org/.
Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/