SCHOOL OF NURSING
College of Behavioral, Social and Health Sciences

Healthcare Genetics PhD Student Handbook
2018-2019

The Clemson University School of Nursing is an

[Logo]
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Section I: The School of Nursing Welcome!

We want you to have a challenging, rewarding, and enriching educational experience with us. This handbook was prepared at the suggestion of fellow students as a supplement to the current Graduate Student Policy Handbook. The Graduate Student Policy Handbook is an important source of information about academic policies. Please refer to it whenever you have questions. The faculty and staff will assume that you are familiar with this information, so please take a few minutes of your time to locate and review them on the Graduate School webpages https://www.clemson.edu/graduate/students/policies-procedures/index.html.

School of Nursing Faculty and Staff

The School of Nursing Overview

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

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

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

History of the Interdisciplinary Healthcare Genetics (HCG) PhD:

Housed in the School of Nursing and approved in the spring of 2008, the interdisciplinary Healthcare Genetics PhD (iHCG PhD) is comprised of faculty and staff dedicated to advancing the mission of the School of Nursing and that of Clemson University. The HCG PhD is the first of its kind in the nation and 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 baccalaureate degree program in nursing and the master’s degree program in nursing at Clemson University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The Doctor of Nursing Practice degree program at Clemson University is pursuing initial accreditation by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

Clemson University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Statement of Equal Opportunity

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

Student Accessibility Services

“It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Disability Services to discuss their individual needs for accommodation.”

Student Accessibility Services coordinates the provision of reasonable accommodations for students with physical, emotional or learning disabilities. Accommodations are individualized, flexible and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990.

Accommodations are not retroactive and new accommodations letters must be presented each semester to the faculty within the first month of classes and before any examinations. Current documentation of a specific disability from a licensed professional is required. If you have a documented disability that may require assistance, contact the Office of Disability Services in G-24 Redfern Health Center (656-6848) on the main campus. Details on policies and procedures are available at http://www.clemson.edu/sds/

Civility Statement

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

Dr. Leslie Hossfeld, Dean, College of Behavioral, Social and Health Sciences, 864-656-7640

Email:

Dr. Kathleen Valentine, Director and Associate Dean, School of Nursing, 864-656-4758, klvalen@clemson.edu

Dr. Ann Wetsel, Associate Director, School of Nursing, 864-656-5527, mwetsel@clemson.edu

School of Nursing Program Directors

Dr. Stephanie Davis, Director of Graduate Programs, O) 864-656-2588; M) 864-952-9166, stephad@clemson.edu

Dr. John Whitcomb, Director for Undergraduate Programs, 864-656-1741, jwhitco@clemson.edu

Support Staff

Ellen Chiles, Graduate Student Services Coordinator (PhD, DNP, MS); Office Rm #467
Phone: 864-720-2052; Email: achiles@clemson.edu

Cynthia Mihalchick, Undergraduate Student Services Coordinator (ASD, RN-BS); Office Rm #463
Phone: 864-720-2056; mihalch@clemson.edu

Missy Gray: Administrative Assistant and Clinical Coordinator, all programs; Office Rm # 465
Phone: 864-720-2054; Email: mgray7@clemson.edu

Additional Resources

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

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

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

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

Mission

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

Vision

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

Goals

- Deliver state-of-the-art education to aspiring healthcare professionals to prepare them for excellence in practice and leadership within a dynamic healthcare environment.

- Create a vibrant, interdisciplinary community of scholars who contribute to knowledge generation and dissemination to shape practice and policy.

- Engage in leadership, research, and service to optimize health and quality of life for people locally, nationally and globally.

- Increase diversity among faculty, students, and staff within a mutually respectful, professional environment.

- Expand opportunities and resources through the development of relationships with clinical, community and corporate partners and alumni.
Section II: Purpose, Objectives, and Curriculum Information

The PhD in Healthcare Genetics Program Overview
The impact of genetics on health care has the potential to be greater than any earlier scientific advancement. With all it promises in prevention, early detection diagnostics and treatment of disease, genetics will require a much different way of providing health care and conducting research. To help meet this challenge, Clemson University introduced the first interdisciplinary doctor of philosophy in health care genetics ever offered in the U.S.

The program offers graduate students the opportunity to be mentored by interdisciplinary faculty from more than six disciplines. Core courses include genetics, applied health care genetics, statistics, psychology, ethics, theory, and policy to provide students with the tools necessary to develop a program of research. Three cognate areas allow students to focus on their interests in health care genetics and/or genomic research. These include translational “bench to bedside” research, the interventionist focus for study of genetic issues for individuals, communities and/or populations, and ethics and/or policy.

With its highly collaborative research and practical-application structure, this program will prepare interdisciplinary scientists to:

- Collaborate with multiple disciplines to generate knowledge that focuses on the genomic aspects of actual and potential health problems.
- Formulate health promotion, disease prevention and treatment strategies that translate and integrate genomic knowledge from a variety of disciplines.
- Demonstrate leadership that facilitates interdisciplinary development and application of ethical guidelines and health policy in genetics.

Course Delivery
The Healthcare Genetics courses are offered on-line. Core courses and cognates are offered on the Clemson University campus. If completing the course requirements completely online for distance learners, students will need to take genetics core courses and/or cognates at other institutions or online and transfer these credits to Clemson University. Students are responsible for locating other required courses. Transfer credits cannot be accepted if used to meet the requirements of another degree. Students will be responsible for meeting with their committee and identifying required courses based on the focus of the dissertation. If any previous coursework is from universities outside of the United States, students will need to contact the International Services Office at https://www.clemson.edu/campus-life/campus-services/international/ for verification/approval of transcripts.

See these procedures later in the handbook.

Defining Program Concentrations
The Core Courses provide a foundation for students to communicate with interdisciplinary partners. The "pathways" provide elective courses or hours to delve into the student’s special interest areas.

The focus of the Bench Science option is translational, but if you are interested in doing some fieldwork and are on the Clemson campus, we have a lab and a Research Scientist who will work with you to learn tissue culture technique and application to molecular level research questions.

The Interventionist option focuses on the community, society or individuals for questions. Students will use qualitative or quantitative research design approaches to answer questions appropriate for each population.
The Policy and Ethics option focuses on the impact of genomic information on laws and policies relevant to society. Students will examine state or federal regulations for issues.

The PhD courses meet weekly and limited summer options are available. Attached is a sample of the program's curriculum progression.

**Admission Criteria**

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

- Application for admission to the Graduate School (on-line).
- GPA of 3.0 or higher.
- Official transcripts from all previous programs
- Two letters of recommendation for graduate study
- Professional Resume
- If a nurse, licensure to practice in your State
- TOEFL score (may be required by applicants for whom English is not their first language).

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.

**Residency**

The purpose of residency is to require students to spend a specified minimum amount of time immersed in-and engaged with- the field of study. To receive a doctoral degree, students must complete at least 18 graduate credit hours (including research credit hours, HCG 9910) on a Clemson University campus in a continuous 12-month period. If unable to meet this requirement, a statement specifying the manner in which the residency requirement is to be satisfied must be formulated by the advisory committee and included in the GS2 Plan of Study. The Dean of the Graduate School must approve exceptions to this requirement. Students will forward to the Graduate School a statement approved by the Director of the School of Nursing certifying residency requirements have been met.

**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, and at least 60 credits beyond the bachelor’s degree. The Dissertation committee aids 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 work space for doctoral student has been allocated at the Clemson University Nursing building on the Greenville Memorial Health System campus at 605 Grove Rd. Students working on their dissertation can apply for a carrel at the Cooper Library. In addition to the Nursing Suite, there is also office space in the Clemson suite close to the library.

Continue on next page
Healthcare Genetics Doctoral Program
Plan of Study

Student: CUID:

Core Courses (Must take all):

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>HCG 9010</td>
<td>Advances in Human Genetics</td>
<td>3</td>
</tr>
<tr>
<td>HCG 9040</td>
<td>Theory</td>
<td>3</td>
</tr>
<tr>
<td>HCG 9050</td>
<td>Ethics &amp; Policy in HCG</td>
<td>3</td>
</tr>
<tr>
<td>HCG 9070</td>
<td>Applied HCG</td>
<td>3</td>
</tr>
<tr>
<td>HCG 9330</td>
<td>Interdisciplinary Research</td>
<td>3</td>
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15 credits

Genetics Courses (Must take 4 Genetics courses):

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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>GEN 6100</td>
<td>Population Genetics</td>
<td>3</td>
</tr>
<tr>
<td>GEN 6200</td>
<td>Molecular Genetics</td>
<td>3</td>
</tr>
<tr>
<td>GEN 6400</td>
<td>Bioinformatics</td>
<td>3</td>
</tr>
<tr>
<td>GEN 6700</td>
<td>Human Genetics</td>
<td>3</td>
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or

3 Genetics courses + Qualitative Research or Cognate (3 credit hours)

12 credits

Statistics and Cognates (Based on specialty option: Bench, Policy, or Interventionist)

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<tr>
<th>Cognate</th>
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Statistics

15 credits

Dissertation Hours:

HCG 9910

18 minimum credits

Program Minimum Total: 60 credits

- Major Advisor: Dr. Stephanie Davis (or until dissertation Chair identified)
- Students may complete the Comprehensive Examination after completing 33 credits (60 credits – 18 dissertation credits x 80%).
- Students will negotiate with faculty for dissertation advisory committee membership (4-6 members in total).
- Genetics courses and Cognates may be transferred in if approved by Chair & Dissertation Committee. Syllabi should be submitted for courses to be considered for transfer credit. If planning to take a course for transfer credit please submit syllabi before signing up for the course.
- Submit official transcripts to the Registrar’s Office for any courses accepted as transfer credit to meet requirements for graduation.
HCG Course Descriptions
(Genetics and cognate course may be found on the course syllabi for the department)

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 healthcare 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 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**

It is the students’ responsibility to follow through with dropping a course with the Graduate School. Classes that are not dropped become incomplete and later convert to an F. Please see graduate announcements for deadlines. Please discuss with the Director of Graduate Programs or before dropping any classes. This may have implications for graduation.

**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 master’s program coordinators, who will confer with the faculty and student to resolve the issue. Resolution may also involve the Director of Graduate Programs, or SON Director or Associate Director. If unresolved, the student may then take the issue to the SON Director. If unresolved, the concern may be taken to the Dean of the College.

The academic grievance policy and procedures can be found at:

https://www.clemson.edu/studentaffairs/student-handbook/universitypolicies/academic-grievance.html

**Ombudsman**

The Ombudsman Office is available to graduate students who:

- have a problem or concern relating to the University and need guidance in resolving the issue;
- need information about policies or procedures at Clemson;
- think that the University has made an error in a particular case;
- feel like a victim of harassment or discrimination;
- are unsure about which University policies, procedures or regulations apply to certain situations;
- have a problem that cannot be resolved by following regular University procedures;
- believe that he/she has been unfairly or inequitably treated;
- have a problem that requires someone to help negotiate a solution or facilitate communication between parties;
- believe that a University policy, procedure or regulation has been applied unfairly or erroneously.

More information: https://www.clemson.edu/administration/ombudsman/services.html

**School of Nursing Doctoral Prepared Faculty**

For a current listing of fulltime PhD and DNP prepared faculty who are eligible to serve on dissertation and project committees visit https://www.clemson.edu/cbshs/departments/nursing/about/faculty-staff/index.html
Section III: Program Information, Policies and Procedures

Advisement

Upon acceptance to the graduate program, students are assigned to the Director of Graduate Programs and the Student Services Coordinator as advisors who will develop the student’s program Plan of Study. By the third semester PhD students will be assigned to a Chairperson for their Comprehensive Examination, Dissertation Committee and Final Dissertation Defense. (S)he will 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.

The Graduate Student Services Coordinator and the Director of Graduate Programs will assist the PhD students with ongoing advisement throughout the program and the program plan of study (http://www.grad.clemson.edu/policies/GradRegulations.php).

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 himself or herself adequately and professionally orally and in writing.

Formal coursework requirements exist for the doctoral degree as to the minimum number of credit hours to be completed at Clemson University. Work in the minor field or fields, if required, normally comprises 12-24 hours in courses carrying graduate credit. A minimum of 18 hours of doctoral research 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 and working toward their 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 dissertation 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 (Graduate Student Policy Handbook, pg. 22).

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.
Graduate Academic Integrity Policy
An academic environment of integrity is one in which students, faculty and staff interact with each other from a position of mutual trustworthiness. As a member of the consortium of institutions comprising the International Center for Academic Integrity, Clemson University has committed itself to preparing a community of scholars dedicated to integrity in teaching, research, scholarship, mentorship and the acquisition and display of professional values of trust, honesty, fairness, responsibility, respect, and courage. Clemson graduate students are expected to avail themselves of the many opportunities and resources both on and off campus to learn how to engage in professional practice with integrity. The Graduate School and the community of scholars engaged in graduate-level education will respond vigorously and expeditiously to charges of violations of academic integrity” (https://www.clemson.edu/graduate/files/pdfs/PolicyHandbook_2017-18.pdf, pg. 10).

In order to promote an academic environment of integrity, all students, faculty and staff must commit to fostering honesty in academic work. Each individual has an important role in ensuring that Clemson’s policy on academic integrity is respected and used most effectively as a mechanism for teaching versus a mechanism for punishment. The Graduate School encourages all faculty and students to take a proactive role in eradicating ignorance of violations of academic integrity. “

Information about the graduate academic integrity philosophy, policy and procedures is located in the Graduate Student Handbook at: https://www.clemson.edu/graduate/files/pdfs/PolicyHandbook_2017-18.pdf

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.

Continued on next page
Clemson University School of Nursing

Academic Integrity Statement on Plagiarism

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 at http://www.clemson.edu/academics/integrity/.

Plagiarism is the most common form of violation. The Academic Integrity policy states that plagiarism “includes the copying of language, structure or ideas of another and attributing the work to one’s own efforts” (Undergraduate Catalog). The definition of plagiarism does not differentiate between deliberately using someone else’s work without attribution and doing so unintentionally. Both are plagiarism!

Some common forms of plagiarism are:

- Directly reproducing or paraphrasing someone else’s work (published or unpublished), including insights and opinions, without attribution, regardless of length.
- Failing to clearly identify quoted material by using quotation marks (for short sections) or block text (for larger sections).
- Directly quoting your own text from previous projects or papers, without attribution. Plagiarism also includes using someone else’s ideas, art, figures, tables, maps, charts, diagrams, and so forth, even if you recreate or reformat the material.

An exception is made for material that is common knowledge. If information is readily available from general reference sources in the chosen field, or if the information appears undocumented in several sources, it may be common knowledge. Whether material is common knowledge is often a judgement call. If in doubt err on the side of caution and cite the source. Never copy text of any kind and appropriate it as your own.

Printed Student Name: _______________________________________________________

Student Signature: ___________________________________ Date: ________________

Witness Signature: ___________________________________ Date: ________________
Charge of Academic Integrity Violation  
(Completed by Faculty)

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

Student: ________________________________________  CUID: ________________

Course/Section #: ________________________________________________________________

Summary of Violation (Attach additional documentation as needed):_______________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Faculty Signature                                    Date

Student Signature                                    Date

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

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

Copy: Student record  
Copy may be sent to: Dean/Associate Dean of Dean of Graduate School.
Grading & Other Program Policies

Program Progression
Graduate courses are graded on an A, B, C, F scale. Doctoral students must maintain a cumulative “B” average in order to remain in the program. The Graduate School requires PhD students to achieve a **minimum grade of 80** (or Pass) in all courses. A 79.9 does not round up to 80. After the student has achieved a minimum grade of 80, the choice to round up lies with the faculty member in charge of the course. Progression through the program is systematic (based on the student’s Plan of Study) and successful completion of courses is required to progress to the subsequent semesters.

Grade appeal
Grades cannot be appealed, although you may file an official grievance under certain circumstances. See Academic Grievance Policy

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 completion of the work will lead to a satisfactory grade. Grade I is not given a student whose submitted work indicates a failure to master the material, failure to turn in work, or failure to attend class. Instructors have complete discretion to approve or deny a request for an incomplete based on their assessment of student progress in the course. This decision cannot be grieved. 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 grade may be granted, and only under unusual circumstances. The extension must be approved in writing by the instructor of the course and the Director of Graduate Programs or director/faculty in which the course was taken. The extension will indicate the nature and amount of work to be completed and the time limit. 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 enroute 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 Classroom 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 at: [https://www.clemson.edu/campus-life/student-conduct/classroom-behavior.html](https://www.clemson.edu/campus-life/student-conduct/classroom-behavior.html)

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)

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**Clemson University School of Nursing Social Media Policy**

This policy is in effect whether in a clinical or research setting. 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, recognize that students have ethical and legal obligations to maintain patient privacy and confidentiality at all times.
- Students are strictly prohibited from transmitting by way of any electronic media any patient-related or facility related information and/or images. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
- Do not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship or within your clinical facility with anyone.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. This includes any information about the patient: name, address, age, gender, diagnosis, room number, admission date, discharge date, date of birth or death, date of care, or anything else. **NO PATIENT OR FACILITY RELATED INFORMATION CAN BE POSTED ON SOCIAL MEDIA!!** Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Never refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Maintain professional boundaries at all times. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initate the contact does not permit the student 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 faculty.

• Be aware of and comply with facility policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the work place.

• Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments. DO NOT POST ANY INFORMATION WITH REFERENCE TO YOUR SPECIFIC LAB OR RESEARCH 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.

Name Change

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

Cancellation of Classes and/or Lab Experiences Due to Hazardous Weather and Driving Conditions

Although the HCG courses area delivered online there may be cancellation of classes due to hazardous weather, weather emergencies, or power outages. The University Administration attempts to alert students of any disruption of scheduled classes by 7:00am. The School of Nursing follows the public school closing and delay schedules. Consider the weather where you live for travel to lab experiences or for data collection.

Students must always use their personal judgment when unforeseen weather conditions are encountered, and must keep safety first and foremost. Students should contact their faculty instructor when questions exist regarding attendance in class and/or clinical due to inclement weather.

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 NURS 8790: Special Topics for up to 3 credit hours per semester. Summer semester requirements may differ. Contact the Financial Aid Office for questions (http://www.clemson.edu/financial-aid/).
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 be expected to submit a proposal for external funding during the third or fourth year of study. 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—yours, your family’s or a benefactor’s.
- 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)

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) and at: http://www.clemson.edu/financial-aid/

Funding from Extramural Sources

There are many 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. A number of extramural funding sources are described below. Other sources are available on the PhD program website.

The National Research Service Award (NRSA)
The National Research Service Award (NRSA) http://grants.nih.gov/training/nrsa.htm from NIH is a common avenue obtaining your own funding. The individual NRSA is a small grant application. The primary purpose is to ensure the training of independent research scientists to carry out the nation’s biomedical and behavioral research agenda. The NIH awards individual NRSAs to promising applicants to support their full-time research
training. Tuition and fees are covered: an institutional allowance is also permitted for health insurance, meetings, etc.

**Fulbright Program**
The primary aim of the Fulbright Program is further mutual understanding between people of the United States and other countries. Fulbright Awards are available to U.S. graduate students and non-U.S students. All fields of study are acceptable, unless otherwise stated. [http://eca.state.gov/fulbright](http://eca.state.gov/fulbright). Fulbright grants provide funds for international transportation, a living stipend, a small book/research allowance, and medical insurance. Some countries will also provide tuition assistance, a small dependent’s allowance, a pre-departure or in-country orientation, or other grant enhancements.

**Area Studies / Fellowships**

**TIAA-CREF Research Fellowship**
Fellowships are awarded based on evaluation of submissions by an objective panel of judges. Candidates must register online prior to submission. [https://www.tiaa-crefinstitute.org/public/institute](https://www.tiaa-crefinstitute.org/public/institute)

**American Association of University Women**
There are two fellowships of interest. The International Fellowships are awarded for research to women who are not United States citizens or permanent residents. American Fellowships support women doctoral candidates completing dissertations. Applicants must be U.S. citizens or permanent residents. Candidates are evaluated on the basis of scholarly excellence, teaching experience, and active commitment to helping women and girls through service in their communities, professions, or fields of research. [http://www.aauw.org/](http://www.aauw.org/)

**Council of American Overseas Research Centers**
This program is open to U.S. doctoral candidates and scholars who have earned their PhD in fields in the humanities, social or natural sciences and wish to conduct research of regional/trans-regional significance. Fellowships require scholars to conduct research in more than one country, at least one of which hosts a participating overseas research center. Approximately 10 awards of up to $9000 are made each year. Doctoral candidates must be ABD. [http://caorc.org/](http://caorc.org/)

**Harry Frank Guggenheim Foundation**
The foundation welcomes proposals from any of the natural or social sciences and humanities that promise to increase understanding of the causes, manifestations, and control of violence, aggression and dominance. Highest priority is given to research that can increase understanding and amelioration of urgent problems of violence, aggression, and dominance in the modern world. Funding is only for the final year of PhD work and is to support the writing of the dissertation. Applicants may be citizens of any country. [http://hfg.org/](http://hfg.org/)

**Social Science Research Council**
This Council offers a number of research fellowships for graduate students. This includes a Dissertation Proposal Development Fellowship (60 awards), Eurasia Title VII Fellowships, International Dissertation Research Fellowship (50 awards), and Japan Studies Dissertation Workshop. The web site also includes a section on —The Art of Writing Proposals. See the web site for more details [http://www.ssrc.org/](http://www.ssrc.org/)

**Spencer Foundation Dissertation Fellowship Program**
The Dissertation Fellowship Program seeks to encourage a new generation of scholars from a wide range of disciplines and professional fields to undertake research relevant to the improvement of education. These $25,000 fellowships support individuals whose dissertations show potential for bringing fresh and constructive perspectives to the history, theory, or practice of formal or informal education anywhere in the world. Applicants need not be citizens of the United States, but must be candidates for the doctoral degree at a graduate
school within the United States. The fellowships support the final analysis of the research topic and the writing of the dissertation. [http://www.spencer.org/content.cfm/fellowship-awards](http://www.spencer.org/content.cfm/fellowship-awards)

**Woodrow Wilson National Fellowship Foundation**

As one of the fellowships offered through this foundation [http://woodrow.org/](http://woodrow.org/), the Charlotte W. Newcombe Dissertation Fellowships are designed to encourage original significant study of ethical or religious values in all fields of the humanities and social sciences, and particularly to help PhD candidates in these fields complete their dissertation work. In addition to topics in religious studies or in ethics (philosophical or religious), dissertations appropriate to the Newcombe Fellowship competition might explore the ethical implications of foreign policy, the values influencing political decisions, the moral codes of other countries, and religious or ethical issues reflected in history or literature. Approximately 30 awards are made each year. The Woodrow Wilson Doctoral Dissertation Fellowship in Women’s Studies encourages original and significant research about women that crosses disciplinary, regional, or cultural boundaries. Previous Fellows have explored such topics as women’s roles in African-American adult literacy, militarism and the education of women, the influence of grassroots entrepreneurship on gender roles in India, the evolution of women’s movements in Eastern Europe after the Cold War, and the dynamics of employment and childbearing. Seven awards are made each year.

**P.E.O. International Peace Scholarship Fund**

The International Peace Scholarship Fund is a program that provides scholarships for selected women from other countries for graduate study in the United States and Canada. The applicant must be a full time student graduate student. To qualify for her first scholarship, an applicant must have a full year of course work remaining and enrolled on campus for the entire school year. Scholarships are not awarded for research, internships, practical training or travel. Doctoral students who have completed coursework and are working on dissertations only are not eligible as first time applicants. Awards are for up to $8000. [http://www.peointernational.org/sites/www.peointernational.org/files/content/ips-infocard_updates.2012.02.24.pdf](http://www.peointernational.org/sites/www.peointernational.org/files/content/ips-infocard_updates.2012.02.24.pdf)

**Robert Bosch Foundation Fellowship Program**

The program provides young American professionals (ages 23-34) with two high level work placements in federal government and the private sector in Germany. Ideal candidates have a Master’s degree or JD, professional experience in one of the application fields (business administration, economics, law, mass communications, public policy or political science), outstanding academic records, a genuine interest in Germany and Europe, and active involvement in community affairs or public affairs. No German language skills are required at the time of application. Intensive language training is provided prior to program start. Applications are due around October 15 each year. 20 fellowships are awarded. [http://culturalvistas.org/programs-for-students-and-professionals/professional-fellowships/robert-bosch-foundation-fellowship-program](http://culturalvistas.org/programs-for-students-and-professionals/professional-fellowships/robert-bosch-foundation-fellowship-program)

**Assistantships and Traineeships**

**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.

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

**Scholarships and Fellowships**
Centralized University-wide information relative to financial aid is available from the Financial Aid Office (G-01 Sikes) at 864-656-2280 or [www.clemson.edu/finaid](http://www.clemson.edu/finaid) and the Graduate School (E-108 Martin Hall) or [www.grad.clemson.edu](http://www.grad.clemson.edu). State level incentive grants and loan replacement opportunities may be available through the SC Office of Rural Health (803-454-3850, ext. 2009).
Clemson University School of Nursing
Student Information Form
Must be submitted by first day of classes.
Please sign and scan to Ellen Chiles at achiles@clemson.edu

Name: ___________________________________________________ CUID# __________________________
Address: _____________________________________________________________________________
Home Phone: _________________________ Clemson email: _________________________________
Work Phone: _________________________ Personal email: _________________________________
Emergency Contact: __________________________________________________________________
Relationship: _________________________ Telephone of Emergency Contact: ________________
Address of Emergency Contact: _______________________________________________________

I have provided the above information to the best of my knowledge and belief. I have been advised and agree to hold in confidence all patient related information of which I become knowledgeable, either directly or indirectly as a result of my learning/research experiences.

Signature: ____________________________________________________________________________ Date: _________________________

ABUSE OF DRUGS AND/OR ALCOHOL POLICY

I have read and understand the School of Nursing policy and procedures governing use and/or abuse of drugs and/or alcohol and am aware of the penalties which may result from behavior described by this policy.

Signature: ____________________________________________________________________________ Date: _________________________

SCHOOL OF NURSING HANDBOOK

I have read the PhD in Healthcare Genetics Student Handbook and I understand and agree to abide by the School of Nursing polices.

Signature: ____________________________________________________________________________ Date: _________________________
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 may 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.
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 is asked and refuses to submit to a drug/alcohol screen, or if the student submits to the screen and the results are positive (on a second retesting after an initial positive), this information will be given the faculty/administrative committee conducting the investigation.

After its investigation, the faculty/administrative committee will consult with and make a recommendation for a plan of action to the Dean. The plan of action ultimately decided upon may include, but is not limited to, one or more of the following:

- The student may be allowed to resume participation in 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.

See also University Student Handbook for University policy on drug use.
Understanding of Clemson University Alcohol/Drug Policy & Drug Screening Permission

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

Print Name ________________________________________________________________

Signature __________________________________________________________________

Date _________________________________________________________________________

Witness Name Printed* __________________________________________________________

Witness Signature _____________________________________________________________

Date _________________________________________________________________________

*Student signature may be witnessed by a spouse, mother, father, friend etc.
Section IV: School of Nursing Facilities, Resources and Student Organizations

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

Computers
Clemson Computing and Information Technology provide a variety of support services. For assistance, contact (864) 656-3494 or visit http://ccit.clemson.edu. 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 may be 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 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 dissertation Committee. It is important to elect representatives who will agree to attend designated meetings in order 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. HCG students that reside outside the Clemson area can access the meetings via Adobe Connect. Each meeting includes a business meeting, followed by an educational program. Additionally, the HCGS meets to plan and implement a seminar on an annual basis.

Familiarizing Yourself with Research Projects
The dissertation is certainly an important research product; however, a successful graduate student should consider the dissertation to be only a part of the process in developing herself or himself academically and professionally. It is critical 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 Policy Handbook, 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. They may be found at: http://www.registrar.clemson.edu/html/Acad_Cal.htm.

Advisor (Transition to 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 the 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 Director of Graduate Programs 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 45)

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 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 Adjunct of Graduate Faculty status. External expert must be approved by the TPR Committee to serve on the PhD dissertation committee.

Special faculty may serve as co-chairs or committee members as long as the chair is a permanent faculty member appointed to the graduate faculty and the Special faculty member(s) are members of the graduate faculty. The chair, co-chair, or at least half of the committee must have a primary appointment in the program offering the degree. If the student declares a minor, this area must be represented on the committee.

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.

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).

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

• Answers for the form: (Please answer carefully)
  o Degree: PhD.
  o Focus: Healthcare Genetics.
  o Dissertation or Thesis: Yes
  o 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

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 six-year period preceding the date the graduate degree will be awarded. Transfer courses cannot be revalidated for graduate credit. There are no exceptions to this requirement.

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

The Final Dissertation Defense
The GS7D (https://www.clemson.edu/graduate/files/pdfs/GS7M.pdf) 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 graduating cohort for the PhD Student Achievement award.

Professional Convocation
At the time of graduation, the School of Nursing holds a Professional Convocation to honor its graduates and to welcome new graduates into the profession. Students completing the PhD in Healthcare Genetics degree will receive their doctoral hoods as part of the ceremony (hoods can be purchased through the Clemson University Bookstore online).
Continuous Enrollment and Leave of Absence
As a graduate student enrolled in a degree program, you are required to maintain continuous enrollment after initial matriculation (i.e., you must register each fall and spring semester until you either have graduated, have permanently withdrawn, or have been dismissed). See full policy at: https://www.clemson.edu/graduate/students/policies-procedures/index.html

- Students unable to remain continuously enrolled must apply for a Leave of Absence at: https://www.clemson.edu/graduate/files/pdfs/GS-LoA.pdf
- If you take a semester off, (fall or spring), you will have to complete a re-admit form (form is available on the Graduate School web site: https://www.registrar.clemson.edu/html/formerStu.htm

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 PDD’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.
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.**
- The risk for transmission of organisms is not only to your patients, but also to yourself and your family and 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. ([http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html](http://www.hhs.gov/ocr/privacy/hipaa/understanding/index.html)).

**Professional Dress Code**

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

Professional dress is expected while attending all laboratory experiences and when collecting data.

1. Graduate students should **dress professionally** in a conservative shirt/blouse and slacks or dress or other professional dress as appropriate. Clothing should be clean and unwrinkled (pressed/ironed).
2. Name tags are considered to be part of the dress and are required of students in all laboratory or research experiences and during data collection. The Clemson ID may serve as the name badge if placed in a SON badge holder. Contact Ellen (achilles@clemson.edu) if you need a badge holder.
3. Unprofessional appearance and dress are not permitted and includes, but is not limited to: body odor, non-human hair colors on visible areas of head/face/body, visible tattoos, body jewelry (other than 1-2 earrings/ear) or other decorative/self-injury marks, shorts, capri pants/leggings, yoga pants, gym pants, denim blue jeans, tee shirts, plunging necklines, undergarments visible through outer garments (thong
underwear), athletic shoes, flip flops/sandals, pictures/drawings/writing on clothing and any other prohibitions which are imposed by the faculty or the agency. No visible midriff, gluteal crease, or excessive cleavage. Be aware that you will be bending and stooping in the clinical setting.

**Frequently Called Numbers**
(all numbers are 864 area code)

**School of Nursing Numbers**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, School of Nursing</td>
<td>Dr. Kathleen Valentine</td>
<td>656-7622</td>
</tr>
<tr>
<td>Director of Graduate Programs</td>
<td>Dr. Stephanie Davis</td>
<td>656-2588</td>
</tr>
<tr>
<td></td>
<td>Cell</td>
<td>952-9166</td>
</tr>
<tr>
<td>Student Services Program Coordinator</td>
<td>Ellen B. Chiles, M.Ed</td>
<td>250-8881</td>
</tr>
<tr>
<td>Admin Assistant, Clinical Coordinator</td>
<td>Missy Gray</td>
<td>250-6701</td>
</tr>
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</table>

**Important Clemson Campus Numbers**

<table>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clemson University Grad School</td>
<td></td>
<td>656-3195</td>
</tr>
<tr>
<td>Campus Bookstore</td>
<td>Mike Namaranian</td>
<td>656-2050</td>
</tr>
<tr>
<td>Campus Library</td>
<td>Jenessa McElfresh</td>
<td>656-5185</td>
</tr>
<tr>
<td><strong>Computer Help Desk</strong></td>
<td></td>
<td><strong>656-3494</strong></td>
</tr>
<tr>
<td>Student Financial Services (Payment questions)</td>
<td></td>
<td><strong>656-3311</strong></td>
</tr>
<tr>
<td>Enrolled Student Services</td>
<td></td>
<td>656-2174</td>
</tr>
</tbody>
</table>
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:

1. To demonstrate integration and synthesis of knowledge across and beyond specific course content.
2. To enhance professional expertise and research competency in targeted subject areas.
3. To articulate a critical understanding of the PhD program’s mission and values, including individual family and community function relationships/systems and their effects on quality of life.
4. To demonstrate professional potential through the following competencies:
   a. An understanding of the research process;
   b. The application of theory to address practical problems with diverse populations;
   c. 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. For students entering with a master’s degree the date is in their third year. For students entering with a bachelor’s degree the date is the end of their fourth year. 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:
1. Approval of the student's dissertation committee has been obtained.
2. The student's plan of study has been filed with the Registrar.
3. The student has completed 80 percent of the course work (41 hours) 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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>No credit</td>
</tr>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Poor</td>
</tr>
<tr>
<td>3</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>Good</td>
</tr>
<tr>
<td>5</td>
<td>Excellent</td>
</tr>
</tbody>
</table>

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

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 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) Pass with Distinction, based on superior performance.
___ (Score 71-65) Pass, acceptable performance.
___ (Score 64-57) Fail with the Opportunity for Remediation/Repeat, based on fair performance in some areas and minimal or unacceptable performance in others.
___ (Score 56 or less) Fail without the Opportunity for Remediation/Repeat of the Examination, based on minimal or unacceptable performance in almost all areas.
**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.
**The 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.

Please forward the defense announcement to Lavonne Sloop at lsloop@clemson.edu and Eartha White at weartha@clemson.edu. Defense forms for adding your defense date to the calendar are located at: [https://www.clemson.edu/graduate/calendar/index.html](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.
Clemson University
PhD Dissertation in Healthcare Genetics

The 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/](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.

Steps for Committee Selection
1. Review the faculty research interests on their SON webpages at: [https://www.clemson.edu/cbshs/departments/nursing/about/faculty-staff/index.html](https://www.clemson.edu/cbshs/departments/nursing/about/faculty-staff/index.html)
2. Attend the beginning of the program Orientation.
3. 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.
4. 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.

5. At the end of year two of dissertation study speak with the Director of Graduate Programs about your dissertation and committee.

6. 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.

The 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
Requirements for the Healthcare Genetics Article-Style Format for Dissertation (ASFD)

The Healthcare Genetics 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 1: 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
  o 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.
  
  o The committee Chair must have an earned doctorate and hold a full-time, regular faculty position in the School of Nursing.
  
  o 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.
  
  o 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
  o 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.
  o Once approved by the Chair, the proposal is then sent to the other committee members for approval.

➢ Scheduling
  o 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 committee.
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/](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.

Continued on next page
Clemson University School of Nursing
HCG PhD Dissertation Request Appointment of Committee

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

Student’s anticipated topic of interest.

_______________________________________________________________

By signing this form, the committee member willingly agrees to serve on the committee, to meet regularly with the Chair and/or student, to 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: ________________________________________ CUID#: _________
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: _______________________ CUID# __________ 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: _______________________________________________________

56
Student Name: __________________________ CUID# ___________ 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_________________________________________ CUID#:________________________

(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: ________________________________ CUID #: __________

Committee Chair: ____________________________________________________________

Reason for Change:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Faculty/Expert to be removed: _________________________________________________

Faculty/Expert to be added: ___________________________________________________

Role of member being replaced:
    ____    Chair
    ____    Committee Member
    ____    Expert Member

__________________________
Committee Chair signature indicating approval/Date:

__________________________
Signature of Faculty/Expert leaving committee/Date:

__________________________
Signature of new Faculty/Expert/Date:
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, at: http://gradspace.editme.com/AcademicGrievancePolicyand Procedures#integritypolicy

I, ____________________________, a student in the PhD IN healthcare Genetics 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: ____________________________
CUID# ____________ Date: _____________________
**Clemson University School of Nursing**  
**Dissertation Defense Evaluation Rubric: HCG Doctoral Student Learning**  
**Outcome Assessment**  

Student:  
Title of Dissertation:  
Date of Defense:

**PhD student must meet or exceed all expectations to successfully complete the dissertation defense**

<table>
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| **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* |

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<thead>
<tr>
<th>Expectation</th>
<th>Does not meet expectations (unacceptable)</th>
<th>Meets expectations (acceptable)</th>
<th>Exceeds expectations (outstanding)</th>
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</thead>
</table>
| **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* |

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<th>Exceeds expectations (outstanding)</th>
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<td>*Plan for dissemination of results</td>
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<td><strong>Communication and Presentation</strong></td>
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<td>*Plan for dissemination of results</td>
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<td>*Appropriate and ready for publication submission</td>
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<td><strong>Electronic Presentation</strong></td>
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<td>*Slides professional and neat</td>
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<td>*Tone clear with good projection</td>
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<td>*Engaged audience</td>
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<td><strong>Critical thinking</strong></td>
<td>*Analyses appropriate for project</td>
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<td><strong>Interpretation of Results</strong></td>
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<td><strong>Conclusions</strong></td>
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| Appropriate citations | *No evidence of plagiarism  
|                   | *Citations relevant to issue |

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<tr>
<th>Formatting</th>
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| 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 PhD Dissertation

______________________________________________ (Student name/CUID#) 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)

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<tr>
<th>Dissertation Chair to initial indicating completion</th>
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<tr>
<td>Comprehensive Examination successfully completed</td>
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<tr>
<td>Public PhD Dissertation defense completed</td>
<td></td>
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<tr>
<td>Three manuscripts submitted</td>
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<tr>
<td>Others:</td>
<td></td>
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</table>
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**

**Citations Types**

**APA Citations**

**Journal or Magazine Article:**

**One Author:**


**Two Authors:**


**Three to Seven Authors:**


**More than Seven Authors:**


**Book**

Book Article or Chapter

Encyclopedia Article

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

**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:
- 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:
http://www.innovations.ahrq.gov/evidencering.aspx
http://www.aafp.org/journals/afp/authors/ebm-toolkit/strength.html

Quality of the Evidence
http://www.nrepp.samhsa.gov/ReviewQOR.aspx
http://www.support-collaboration.org/summaries/grade.htm
http://sophia.smith.edu/~jdrisko/rating_the_evidence.htm

Great Resource for All Writing Styles:
APA Style: (or go to APA.org and click on APA style on left)
http://www.apastyle.org/index.aspx?__utma=12968039.1446113316.1408987800.1408987800.1408987800.1
http://www.apastyle.org/index.aspx?__utma=12968039.1446113316.1408987800.1408987800.1408987800.1
http://www.apastyle.org/index.aspx?__utma=12968039.1446113316.1408987800.1408987800.1408987800.1
http://www.apastyle.org/index.aspx?__utma=12968039.1446113316.1408987800.1408987800.1408987800.1
Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/