The Doctor of Nursing Practice degree program at Clemson University is pursuing initial accreditation by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 2001, 202-887-6791, (http://www.ccneaccreditation.org). Applying for accreditation does not guarantee accreditation will be granted.
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Section I: The School of Nursing Welcome!

Welcome to the Doctor of Nursing Practice (DNP) program. We are so excited you are part of an amazing team of students and faculty. We know that doctoral studies is a significant commitment for you and your family and we want you to have a challenging, rewarding and enriching educational experience with us. This handbook was prepared as a supplement to the current Graduate Student Policy Handbook. The Graduate Student Policy Handbook is an important source of information about academic policies and should be referred to whenever you have questions. The faculty and staff will assume that you are familiar with this information, so please take a few minutes of your time to locate and review them on the Graduate School webpages https://www.clemson.edu/graduate/students/policies-procedures/index.html

School of Nursing Faculty and Staff

The School of Nursing Overview

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

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

The School of Nursing contributes to the improvement of the health and quality of life of South Carolinians through its related activities in teaching, research and service. The School of Nursing is directed by Dr. Kathleen Valentine, Associate Dean and Director, who is responsible for all programs in the School of Nursing,

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

The 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).

Statement of Equal Opportunity

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

Student Disability 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 Disability 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,
kvalen@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, mnmar@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 Doctor of Nursing Practice Degree Program Overview

The Doctor of Nursing Practice (DNP) is an online post-master’s nursing degree program focused on evidence-based practice, leadership, healthcare policy and advocacy, inter-professional collaboration, and expert clinical, advanced nursing practice. The DNP program will prepare advanced practice nurses (APNs) at the highest level of practice for leadership roles applying and translating research into practice with the goal of producing expert clinical leaders for positions in practice.

The DNP is a 35 credit hour program. All course work will be provided in an online format. Students will spend up to 2-3 days a year during the summer in on-campus immersion experiences for a program orientation and translational research symposia (a maximum of three summer immersions is anticipated). Immersion days will be the 2nd Thursday and Friday of August each year. Students complete didactic coursework in a part-time program (minimum of 6 semesters). Graduation is based upon successful completion of all coursework and a Practice Integration Project (PIP). DNP graduates must complete a minimum of 1,000 hours of practice post-baccalaureate, which may include precepted practicum hours earned in the MS(N) Nursing Program. Students will complete a Practice Integration Project Design (PIP) designed to demonstrate clinical scholarship by utilizing the evidence to improve practice and healthcare outcomes.

Admission Requirements

Applicants will submit evidence of the following as part of the on-line Graduate School application.

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

CURRICULUM PLAN FOR
### DOCTOR OF NURSING PRACTICE

#### PART TIME

<table>
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<tr>
<th>Course Description</th>
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**Curriculum by Year**

### Post-Master's DNP Curriculum Part Time Plan of Study - Year 1

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<tr>
<th>Course</th>
<th>Credits</th>
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<tr>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>NURS 9010 DNP Role, Theory &amp; Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 9020 DNP Clinical Epidemiology &amp; Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>6</td>
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### Post-Master's DNP Curriculum Part Time Plan of Study - Year 2

<table>
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<th>Course Description</th>
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<th>Course</th>
<th>Credits</th>
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<td>Fall</td>
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<tr>
<td>NURS 9030 DNP Evidence Integration</td>
<td>3</td>
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<tr>
<td>NURS 9090 DNP Practice Integration Project I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Semester Hours</strong></td>
<td>6</td>
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</table>

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

### COURSE DESCRIPTIONS

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

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

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

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

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

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

**Nursing 9040: DNP Leadership in Healthcare Systems** 3(3,0)
Examines transformational leadership in complex health care organizations. Emphasis on complexity, leadership principles, context, culture, assessment of strengths and opportunities, strategic planning, and leading change.

**Nursing 9050: DNP Health Informatics** 3(3,0)
Focus on the nature, acquisition and analysis of clinical data management of nursing information to support clinical and administrative decision-making, will be explored. Emphasis is placed in becoming knowledgeable and competent with available resources to manage data relationship to patient care and patient outcomes.

**Nursing 9060: DNP Outcomes Management** 3(3,0)
Examines the science of systems improvement including the models, methods, and tools of process improvement applied to healthcare. Emphasis is on designing outcomes and evidence-based safe and efficient processes and workflows to achieve customer satisfaction and targeted outcomes. Practicum with quality experts permits guided application of classroom content.

**Nursing 9070: DNP Healthcare Economics and Finance** 3(3,0)
Analysis of healthcare economic trends, diverse factors which influence production and distribution of health services, reimbursement issues and funding sources. Application of key principles and methods of financial analysis, which include cost analysis, and budgeting and cost analysis.

**Nursing 9080: DNP Genomics, Ethics, and Health Policy** 3(3,0)
Analysis of relationships among political climate, policy design, and government action as related to ethical, legal and social issues surrounding availability of genetic information. Examination of ethical perspectives and outcomes on health policies relating to genomic issues plus contemplated actions based on emerging diagnostic technologies.

**Nursing 9090: DNP Practice Integration Project I (PIP I)** 3(1,2)
A practice immersion experience that enables synthesis literature and knowledge from nursing and other sciences. In this course the DNP student will complete the first phase of the Practice Integration Project: literature search, synthesis of literature, and development of the Practice Integration Project Plan.

**Nursing 9100: DNP Practice Integration Project II (PIP II)** 4(0,4)
A practice immersion experience that enables student to obtain Institutional Review Board approval and allows implementation and data collection for the Practice Integration Project. In this course the DNP student will complete the second phase of the Practice Integration Project: Institutional Review Board approval, implementation, and data collection.

**Nursing 9110: DNP Practice Integration Project III (PIP III)** 4(0,4)
A practice immersion experience that enables student to evaluate collected data to identify the impact on healthcare outcomes from the Practice Integration Project. In this course the DNP student will complete the final phase of the Practice Integration Project: evaluation and dissemination of findings.
“The DNP Essentials outline the curricular elements and competencies that must be present in programs conferring the Doctor of Nursing Practice degree… DNP Essentials 1 through 8 are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.”

**Practice Hours**

Each student must complete minimum of 1,000 hours of practice post-baccalaureate hours. Credit may be given for hours completed in the master’s program. Students may complete more than 1,000 based on time to complete Practice Integration Projects. The ratio of clock to credit hours is 50 to 1 (50:1). The PIP hours posted for each course are the minimum number of hours required – PIP I 3(1,2) is 100 hours, PIP II 4(0,4) is 200 hours, and PIP III 4(0,4) is 200 hours.

**Dropping a Course**

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

**Guidelines For Expressing Student Concerns**

Graduate students who have concerns about the program, courses, or grading should follow the process outlined for expressing student concerns. Students will initially approach the course faculty with concerns. If unresolved, the concern should be taken to the Director of Graduate Programs, who will confer with the faculty and student to resolve the issue. Resolution may also involve the SON Director and/or Associate Director. If unresolved, the student may then take the issue to the SON Director. If unresolved, the concern may be taken to the Dean of the College. See the Academic Grievance Policy and Graduate Handbook at (https://www.clemson.edu/studentaffairs/student-handbook/universitypolicies/academic-grievance.html)

**School of Nursing Doctoral Prepared Faculty**

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

Advisement

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

The student will meet with the Director of Graduate Programs to complete the Graduate Degree Curriculum Form GS2. This form can be found in iRoar. The student is responsible for completing the form online (no handwritten forms are accepted) in ample time to allow for routing and faculty e-signatures in advance of the due date. Any changes in student Curriculum Plan of Study and/or the composition of the Committee require submission of a new GS2 form signed by all committee members and appropriate administrators. NOTE THE DEADLINE DATES LISTED IN THE CURRENT GRADUATE STUDENT POLICY HANDBOOK FOR SUBMISSION OF THE FINAL COPY OF THE GS2 FORM!! These deadline dates are also listed on the Graduate School web site (www.grad.clemson.edu).

Graduate Academic Integrity Policy

“An academic environment of integrity is one in which student, faculty and staff interact with each other from a position of mutual trustworthiness. As a member of the consortium of institutions comprising the 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 and respect.[1] It is an expectation that Clemson graduate students 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 vigorously and expeditiously respond to charges of violations of academic integrity.”

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 at http://gradspace.editme.com/AcademicGrievancePolicyandProcedures#integrityphilosophy.

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. (Violation reporting form on next two pages)
Clemson University School of Nursing
Academic Integrity Statement

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

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

Student: ____________________________________________ CUID: ___________________

Course/Section #: ________________________________________________________________

Summary of Violation (Additional documentation may be attached): ______________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

_____________________________________________________________________________

Faculty Signature ____________________________________________________________ Date __________

Student Signature ____________________________________________________________ Date __________

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

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

Copy to: Student record and Associate Dean of Graduate School.
Grading & Other Program Policies

Grade Scale (Unless otherwise posted in course syllabi)

A = 90 - 100
B = 80 - 89
C = 75 - 79
F = Below 74 (no credit)

The DNP Program requires a minimum grade of 80% to pass each DNP course. Students in the graduate program must maintain an overall 3.0 to remain in good standing. Students who fall below 3.0 are placed on probation and subject to dismissal as specified in the Graduate Student Policy Handbook.

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

Expectations of Professional Graduate Nursing Student Behavior

DNP nursing students will:

- Conduct themselves as nursing professionals* and representatives of Clemson University at all times
- Follow the *ANA Code of Ethics (http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx)
- Follow all HIPAA guidelines
- Dress professionally in the clinical setting

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.

Practice Professional Dress Code

1. Graduate students should dress professionally in a conservative shirt/blouse and slacks or dress and a white lab coat or other professional dress as appropriate. Clothing should be clean and unwrinkled (pressed/ironed).
2. Shoes should have closed toes and backs.
3. Name tags are considered to be part of the official uniform and are required of students in all clinical areas.
4. Unprofessional appearance and dress are not permitted and includes, but is not limited to: body odor, non-human hair colors on visible areas of head/face/body, visible tattoos, body jewelry or other decorative/self injury marks, shorts, capri 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.
Netiquette and Civility

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

- **Be clear**
  - Make sure the subject line (email) or title (webpage) reflects content
  - Use proper spelling, grammar, and punctuation and avoid abbreviations, unless they are commonly used.

- **Use appropriate language**
  - If you have a question as to whether or not your message is too emotional, do not send it, save it and review it later.
  - Do not use all capital letters. This signifies yelling in on-line communication.
  - Humor and sarcasm may easily be misinterpreted as well, so try to be as matter-of-fact and professional as possible.
  - Avoid any inappropriate comments regarding race, gender, age, religion, or sexual orientation. These will be considered unacceptable and subject to the same disciplinary action as in any other classroom.
  - Emoticons are frequently used to help show the emotion behind comments, but excessive use should be avoided.

- **Be brief**
  - If your message is short people are more likely to read it.
  - Keep sentences brief and don't point so that readers do not miss the point of the statement because of a lot of ‘fluff’.

- **Make a good impression**
  - Your words and content represent you. Proofread before sending.

- **Be selective on information**
  - Remember that the internet is public and can be seen by anyone, including criminals.

- **Remember you are not anonymous**
  - What you write in an email and website can be traced back to you,

- **Consider others**
  - Forgive bad spelling and offensive remarks of others. They may not have intended for them to appear offensive and may be new at on-line communication.
  - Consider other’s feelings when writing.
  - Remember that the recipient is a human being whose culture, language and human come from different backgrounds.
  - Remember that perceptions vary by person and things may not be read as intended.
  - Never use offensive language.
  - Avoid humor and sarcasm. They often rely on facial expressions so in on-line writing they may appear as offensive.
• Be forgiving of others
  o If someone writes something you find offensive report it to the faculty. It most likely was not intended to be offensive and could be cleared up by the faculty.

• Think before you send
  o Remember that once you hit ‘enter’ or ‘send’ the communication cannot be retrieved.
  o Always speak it like it will be heard and write it like it will be seen.

• Test message for clarity
  o Messages may seem very clear to the writer but not be clear to the reader. Check for clarity by reading the message out loud to see if it flows clearly and smoothly or have a friend proofread the message for you.

• An Online Classroom is Still a Classroom
  o Always treat others, as you would like to be treated.

• Email Communication with Faculty
  o Treat it like a business letter. Include an informative subject line.
  o Avoid greetings like “Hey” or using the faculty’s first name.
  o Briefly state the reason for the email.
  o If you are addressing a concern, suggest a solution and be considerate of how your solution might create additional work for the professor. Remember they get many emails daily.
  o Write professionally.
  o Ask yourself why you are sending an email message and if this is something that could easily be checked by asking a friend/classmate, looking at the syllabus, or reviewing the student handbook.
  o Read over the message for spelling, clarity and flow.
  o Allow 48 business hours for a response (and more in the summer as faculty do not work full time in the summer).
  o Once a reply has been received, acknowledge it. A simple thank you is fine.

Clemson University School of Nursing Social Media Policy

Adapted from White Paper: A Nurse’s Guide to the Use of Social Media; 2011, p. 3; National Council of State Boards of Nursing

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

• First and foremost, nurses and nursing students must recognize that they have ethical and legal obligations to maintain patient privacy and confidentiality at all times.

• Students are strictly prohibited from transmitting by way of any electronic media any patient-related or facility related information and/or images. In addition, students are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.

• Do not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship or within your clinical facility with anyone.
• Do not identify patients by name or post or publish information that may lead to the identification of a patient. This includes any information about the patient: name, address, age, gender, diagnosis, room number, admission date, discharge date, date of birth or death, date of care, or anything else. **NO PATIENT OR FACILITY RELATED INFORMATION CAN BE POSTED ON SOCIAL MEDIA!!** Limiting access to postings through privacy settings is not sufficient to ensure privacy.

• Never refer to patients in a disparaging manner, even if the patient is not identified.

• Do not take photos or videos of patients on personal devices, including cell phones

• Maintain professional boundaries in the use of electronic media. As with in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.

• Do not post any information regarding work related issues. Do not even post seemingly innocuous information such as “It was a busy day”. Such information could be used in a lawsuit to imply various things about the work environment.

• Promptly report any identified breach of confidentiality or privacy to your instructor and lead teacher.

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

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

• Do not post content or otherwise speak about employer or facility.

**Summary of CU SON Social Media Policy:** Do not post any clinical, patient, or facility related information on any social media. DOING SO WILL RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING DISMISSAL FROM THE CLINICAL, SCHOOL OF NURSING AND/OR CLEMSON UNIVERSITY.

**Policy for Use of Personal Digital Devices in the Clinical Area**

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

• No personal health identifiers (PHI) can be entered into the device. All personal health identifiers must be removed from any patient data collected by students on PPD’s. Students are fully responsible to ensure that they adhere to all HIPAA regulations at all times. This includes proper management of confidential client information.

• **All telephone and camera functions must be disabled during clinical** and lab sessions by placing devices in “Airplane” mode. With the exception of instructor approved activities, ALL PHONES WILL
REMAIN ON AIRPLANE MODE in the clinical area. Students must adhere to professional standards for all communications, including maintaining confidentiality, proper conduct of communication, and communicating appropriate material.

- Using the device for personal, non-school related functions is strictly prohibited. Inappropriate use or violation of HIPAA guidelines may result in dismissal from the clinical, the School of Nursing and/or Clemson University. Inappropriate use includes making or receiving personal calls while in the clinical area, sending or receiving personal texts while in the clinical area, accessing any non-clinical related websites while in the clinical area, taking pictures during clinical, or recording any PHI on the device.
- Students should only use the personal digital device in areas designated by the instructor in compliance with institutional policy.
- Infection control precautions must be maintained when using personal devices in patient care areas (See Personal Digital Device Infection Control below).
- All students will sign the CU SON electronic compliance form indicating that they have read and understood these policies. This form will be placed in each student’s file.

**Personal Digital Device Infection Control**

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

**Summary**

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

**Health Insurance Portability and Accountability Act**

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

**Multi-State Registered Nurse Licensure & Name Change**

Information on multi-state licensure for Registered Nurses is located on the National Council of State Boards of Nursing and the South Carolina Board of Nursing websites. The South Carolina Board of Nursing
should be notified of name and contact information changes in a timely manner. All students utilizing the State of South Carolina compact agreement must complete all Board of Nursing requirements for compact. See http://www.llr.state.sc.us/pol/nursing for instructions.

**Student Records and Confidentiality**

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

**Name Change – Clemson University**

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

**Financial Assistance**

**Assistantships:**

These guidelines may be changed by the University without notice. Assistantships are generally assigned based on availability by semester. Selection for assistantships is based on clinical experience and the recommendation of the lead teacher in that clinical area. Students who are interested in being considered should send curriculum vitae to the School of Nursing Director. Most assistantships require a commitment of 10 hour/week (15 weeks/semester). Student who hold an assistantship receive a tuition waiver, a reduced fee for University charges, and a stipend for the hours they work. Students holding an assistantship must be enrolled for at least nine academic credits. These guidelines may be changed by the University without notice.

**Traineeships:**

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

**Scholarships and Fellowships:**

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

Note: Please fill it out completely and return it along with documentation of the items listed below to: The School of Nursing at UCG in Greenville.

PLEASE NOTE: Redfern Health Center Immunization requirements differ and will need to be submitted separately from requirements here at The School of Nursing.

All items must be submitted by the first day of classes and renewals must be submitted by the expiration date or your classes will be dropped.

<table>
<thead>
<tr>
<th>Submit ONCE</th>
<th>Submit Initially</th>
<th>UPDATES REQUIRED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information Form</td>
<td></td>
<td></td>
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<tr>
<td>Alcohol/Drug Abuse Form</td>
<td></td>
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<tr>
<td>Academic Integrity Statement</td>
<td></td>
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<tr>
<td>Arcpoint/Drug Screen Form: Take form to arcpoint when you go for your drug screen and they will send results directly to the School of Nursing.</td>
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<tr>
<td>SR&amp;I: Background Check through Srandi.com</td>
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<tr>
<td>Hepatitis B: Submit documentation of Hepatitis B immunization or titer indicating immunity.</td>
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<tr>
<td>Immunization – Documentation of series of 3 shots</td>
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<tr>
<td>Titer – If you had HBV immunizations more than 5 years before the date you enter clinical, a titer is strongly urged. If the titer is negative, the student should have a booster.</td>
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<tr>
<td>Health Insurance: Must be current at all times while enrolled in nursing courses. Photocopied documentation required at start of program and if there is a change in policy you must resubmit.</td>
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<tr>
<td>Td or Tdap (Tetanus/Diphtheria/Pertussis): Submit documentation of immunization. If last dose of Td (Tetanus/diphtheria) is greater than two years prior to the date you enter clinical, Tdap is recommended.</td>
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<td>MMR (Measles, Mumps, Rubella): Series of 2 doses of vaccine on or after first birthday.</td>
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<tr>
<td>Varicella/Chicken Pox: Submit documentation of date of two-dose varicella immunization, or positive titer showing immunity. Report of having had the disease is not acceptable documentation</td>
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<td>HIPAA/Bloodborne Pathogen Compliance Training: Documentation from employer.</td>
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<td>PPD (Tuberculosis screening):</td>
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<td>• Unless student has documentation of yearly PPD screenings, must complete initial two-step PPD series (Mantoux), i.e., two tests administered one to three weeks apart.</td>
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<td>• If PPD is positive, or if completing INH, a Chest X-ray or blood test is required within 3 months of first clinical experience. Annual submission of the symptom checklist is required thereafter.</td>
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<td></td>
<td>• Students submit documentation of single PPD screening every year.</td>
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<td></td>
<td>Annual Flu Immunization: Our clinical facilities are now requiring documentation of the annual immunization against the flu. Submit documentation yearly before October 1st.</td>
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<td></td>
<td>CPR Certification: Photocopied documentation must be submitted before starting program. Each student must hold a valid CPR card that is current throughout the semester. This may require early recertification if the card expires during the semester. THE ONLY ACCEPTABLE CPR CERTIFICATION IS AHA - HEALTH CARE PROVIDER (2 year certification). Course must include: 1 person/2 person, infant, child, choking &amp; AED. “Community CPR” or “Heart Saver CPR” are not acceptable. No online CPR courses will be accepted without personal skills certification by licensed instructor.</td>
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<td>Liability Insurance: Submit documentation (i.e. policy face sheet) stating coverage of a current $1 million per occurrence and $6 million aggregate, and non-direct patient care rider (aka education rider) and policy effective dates.</td>
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<tr>
<td></td>
<td>RN License: Copy of current nursing license in state where PIP will be completed. Submit documentation of renewal. Must notify SON immediately for any changes to licensure status.</td>
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</tbody>
</table>
STUDENT INFORMATION FORM
Compliance with Admission/Clinical Requirements
Must be submitted before any clinical experiences!

Name: ________________________________ CUID# ________________________________
Address: __________________________________________________________________________________
Home Phone: _________________________ Clemson email: _________________________________
Work Phone: _________________________ Personal email: _________________________________
Emergency Contact: _____________________________________________________________________
Relationship: ________________________ Telephone of Emergency Contact: _______________________
Address of Emergency Contact: ___________________________________________________________

___ Hepatitis B Immunization or titer  ___ HIPAA Compliance Training
___ Health Insurance  ___ Bloodborne Pathogen Training
___ Td or Tdap (Tetanus/Diphtheria/Pertussis)  ___ RN License
___ MMR  ___ PPD/TB
___ Varicella/Chicken Pox  ___ CPR Certification
___ SR&I Background check  ___ Annual Flu Immunization
___ Alcohol/Drug Screening Form  ___ Certificate of Liability Insurance

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

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 student handbook and understand and agree to abide by the School of Nursing policies.

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 nursing students while engaged in any portion of their educational experience is strictly prohibited. Furthermore, nursing students are strictly prohibited from being under the influence of alcohol or any drug while engaged in any portion of their formal educational experience.

Any violations of the drug and/or alcohol policy or any positive results of random drug/alcohol testing through the student's employer or other entities must be reported promptly to the Director of Graduate Programs.

Graduate students in nursing will be expected to abide by the policy. Notification of failure to adhere to the policy will be made to the State Board of Nursing for the state in which the student is licensed to practice nursing, if appropriate.

All information related to these procedures will be held in confidence and released only in those instances required by University, School of Nursing and/or appropriate State Board of Nursing policy.

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

Continued on next page
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 director, 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.

Approved by faculty 9/19/05
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.

Printing Posters
The Learning Resource Center provides assistance with printing professional posters for research and other presentations.

Connection to the Clemson University Libraries Catalog & Databases
Library Reference Desk 864.656.3024; http://www.lib.clemson.edu

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

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

Plan of Study (GS2 form)
Due in the first semester: A degree seeking student must file a graduate degree curriculum (form GS2) in accordance with the Enrolled Student Service’s timeline – the initial GS2 is filed when a Plan of Study is completed after 9 hours of coursework and a revised or final GS2 when the student selects their committee Chair and committee members. The form is in electronic form and may be found at: http://www.clemson.edu/graduate/students/gs2-hints.html
Instructions for Completing the GS2 Form (2-step process)

These instructions deal primarily with completing this form rather than academic regulations and are not intended to replace the regulations at http://gradspace.editme.com/Policies concerning the study plan (graduate degree curriculum) or Advisory Committee. The following should be noted carefully in completing this form in order to expedite approval of your curriculum:

(1) All courses will be 9000 or higher for the DNP.

(2) Courses completed in excess of those required by the Advisory Committee should not be listed on the GS2. Definite required courses should be listed first while elective courses may be listed in an optional manner under a sub-heading such as “any 2 of the following 4 courses.”

TRANSFER CREDITS – 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. All transfer credit has to be approved by faculty and the Director of Graduate Programs.

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

REVISION OF THE PRELIMINARY GRADUATE DEGREE CURRICULUM AND/OR ADVISORY COMMITTEE – Any revision in graduate degree requirements or committee membership listed on the Form GS2 will require submission of a new form and approval of all committee members and appropriate administrators.

Continuous Enrollment and Leave of Absence

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

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

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

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

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

**Final Project Approval - GS7D Form**

(aka Thesis Approval form)

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

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

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

**Application for Graduation and Diploma Order**

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

**Professional Convocation**

At the time of graduation, the School of Nursing holds a Professional Convocation to honor its graduates and to welcome new graduates into the profession. Students completing the Doctor of Nursing Practice degree will receive their doctoral hood as part of the ceremony (hoods can be purchased through the Clemson University Bookstore online).

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

**Graduate Steps to Success**

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

**Tips for Working with Faculty**

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

- Do treat them as busy professionals
- Arrange a suitable time (in advance) for help or advanced advising
- Expect constructive criticism from your faculty – this can only help you
- Do take the initiative to build a solid foundation of support
- If you need help, ask for it – take initiative
- Do treat everyone with respect and honesty
- Maintain integrity in all that you do
Practice Improvement Project Guidelines and Forms
Advisory Committee for the PIP

The advisory committee for the Practice Integration Project (PIP) 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.

Members of the PIP committee should be chosen for the contributions which they can make to your project. Therefore, in addition to the requirements for membership on an advisory committee, each member should have some special knowledge and expertise that will be beneficial.

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

Approval of Proposed Project

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

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

The Project Defense

Usually, the project defense meeting is held only after all committee members have had input into the final project paper. Deadline dates are published for final project defense and graduation dates. www.grad.clemson.edu.

DNP student responsibilities for preparing for the project defense are similar to those for the proposal meeting. All members of the committee should have copies of the project paper well in advance and arrange for a mutually convenient date. The project defense normally requires one hour. The DNP student is also responsible for bringing the typed GS7D form to the defense. The GS7D may be obtained from the Graduate School web page at https://www.clemson.edu/graduate/files/pdfs/GS7D.pdf.

The purpose of the project defense is to have a formal overview of the purpose of the project, what has been accomplished by the project and to approve the final product negotiated with the Chair. At this point, the graduate student is the expert in this particular research project and should be ready to discuss any part of it. The committee will ask questions and give their ideas and responses related to the project. Anticipate being asked to leave the room while the faculty discusses their approval of the defense. The committee members will decide if any final changes are needed, and if all members approve, will sign the GS7M form and the Thesis Approval Form (if applicable).
DNP Practice Integration Project (PIP) Guidelines

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

PIP Criteria

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

❖ Examples of Acceptable PIPs

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

❖ Examples of Unacceptable PIPs

- Nursing education projects (including simulation, classroom and clinical practice).
- Development of a website as the sole purpose and outcome of the PIP.
- Projects that cannot be measured or evaluated.

Steps for Completing the PIP

1. Submission of brief proposal to Chair and committee members
2. Submission of full proposal to Chair and committee members
3. Approval of topic by Chair and committee members
4. Submission of Letter of Support from clinical site granting permission and support in completing the PIP (if not already done)
5. IRB approval from Clemson University and all facilities (as applicable)
6. Implement and evaluate PIP
7. Dissemination of findings (development of abstract leading to submission of manuscript and poster/podium presentation).
Clemson University School of Nursing  
DNP Practice Integration Project (PIP) Project Defense Guidelines

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

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

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

Preparation for the Project Defense Presentation
- Prepare electronic presentation (PowerPoint, Prezi or other form). Presentation should take about 15 minutes (maximum 10-15 slides)
- Make copies for committee members and anticipated other attendees
- Practice presentation several times before day of defense
- Allow time for audience questions

After Presentation
- Meet with PIP committee to identify changes to abstract, manuscript, etc.
- Make changes and submit to committee within 1 week of defense
Clemson University School of Nursing  
DNP Practice Integration Project (PIP) Committee Guidelines

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

➢ PIP Committee Members
   o The Practice Integration Project will consist of four (4) faculty members from the School of Nursing or three (3) faculty members from the School of Nursing and a fourth member from outside the School of Nursing. One 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.

➢ PIP Topic Approval
   o DNP student will submit a brief one-page APA proposal for the PIP, that must be approved by the committee Chair.
   
      ▪ If the project is part of a larger project, the PIP components must be clearly delineated as independent DNP student work and the student must be allowed to publish and present her/his part of the project.
   
   o Once approved by the Chair, the proposal is then sent to the other committee members for approval.

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

➢ DNP Chair Responsibilities:
   o Guide student through process.
   o Oversight of student preparation for public dissemination (abstract, poster/podium presentation, manuscript).
   o Oversight of manuscript submission. Second author for any scholarly work resulting from this project Oversight of DNP portfolio submission. Student will be Primary Author.

➢ Committee Member Responsibilities:
   o Meet regularly with the Chair and/or student
   o Advice the DNP student on project planning, implementation and evaluation.
   o Work closely with committee Chair on project progression.
   o Contributing author for any scholarly work resulting from this project.

➢ Portfolio
   o A portfolio is required for graduation. Components include:
      ▪ Curriculum vitae
DNP Practice Integration Project (PIP) Contract
DNP Practice Improvement Project (PIP) Full Proposal Guidelines
DNP Practice Improvement Project (PIP) Topic Approval
DNP Practice Integration Project (PIP) Proposal Cover Sheet
Final manuscript draft (including changes agreed upon by committee members at the student project defense)
DNP Essentials
  • Section for each essential and evidence of how the DNP student met each essential.
    o Examples: Scholarly papers, PowerPoints of presentations, publications, awards, evaluations, financial support (grants).

Continued on next page
Clemson University School of Nursing
DNP Practice Integration Project (PIP) Request Appointment of Committee

I, ______________________________ (Student's name/CUID#) request approval for the following faculty members to serve on the Practice Integration Project (PIP) 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 DNP student and to be named a contributing author for any scholarly work resulting from this project. Signature also indicates no existing conflicts of interest.

______________________________________________
Chair
Date

______________________________________________
SON Faculty Member
Date

______________________________________________
SON Faculty Member
Date

______________________________________________
SON Faculty or Expert (non-SON) Member
Date
Clemson University School of Nursing
DNP Practice Integration Project (PIP) Student/Faculty Contract

Student’s Name: _____________________________ CUID#: _____________________________
Address: ________________________________
Phone: __________________ Email: __________________

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: __________________

Project Title: __________________________________

Project Goals: __________________________________

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.
- Submit completed time log at midterm and end of PIP courses.

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

Student Signature/Date: _______________ ____________
Committee Chair Signature/Date: _______________ ____________
Clemson University School of Nursing  
DNP Practice Improvement Project (PIP) Topic Approval  
(Submit prior to full proposal)

Student's Name: _____________________  CUID# ___________________ Date: __________________

Committee Chair: ________________________________________________________________

Proposed Committee Members: ____________________________________________________

Project Title: _________________________________________________________________

This proposal is for (Check one):

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

Attach one page narrative with the following:

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

Signature of Chair indicates topic approval

Chair Signature/Date: ________________________________ ________________________________
Clemson University School of Nursing  
DNP Practice Improvement Project (PIP) Full Proposal Guidelines

A) Project Title

B) Project purpose and specific aim
   - Purpose of project/paper
   - List specific aims

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

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

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

F) Evaluation Plan
   - Who will be assisting with evaluation?

G) Implications for Practice, Policy, and/or Education
   - How will your project affect practice, policy and or education?

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

I) Plans for Dissemination of Outcomes
   - Which journals, conferences, or other venues will you target for dissemination?

J) References
   - Current (<5 years unless classics)

K) Appendices
Clemson University School of Nursing
DNP Practice Integration Project (PIP) Proposal Cover Sheet
(Submit with full proposal)

Student Name: ___________________________________________ CUID# ____________ Date: ______________

Title of Project: ___________________________________________

This proposal is for a:

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

IRB approval has been obtained.  ____ Yes  ____ No
If yes, date of approval ___________________________ Submit copy of approval letter.

_______________________________________
CUSON Committee Chair

_______________________________________
CUSON Faculty Committee Member

_______________________________________
CUSON Faculty Committee Member

_______________________________________
CUSON Faculty or Expert Committee Member (non-SON)
Clemson University School of Nursing

DNP Practice Integration Project (PIP) Practice Letter of Support

Students’ Name___________________________________________ CUID#:_____________________________________

(Cell#)_________________________ (Email) __________________________

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

Student Signature: __________________________________________ Date: ______________________

The undersigned preceptor agrees to participate in the review and approval process for _________________________’s Practice Integration Project (PIP). She/He agrees to meet with the committee Chair and/or faculty as needed for project completion. The PIP will include final report, an abstract suitable for manuscript submission and poster/podium presentation. Any data collected will be de-identified and all data will be reported as aggregate results. Preceptor will be listed as a contributing author (unless they chose otherwise) on any scholarly work arising from the PIP. Agency will be acknowledged based on their preferences. The PIP project is anticipated to take 1 (one) year to complete from initiation.

**Clinical Practice Site**

Name of Facility: __________________________________________ Phone: __________________________

Name of Preceptor: ________________________________________ Phone: __________________________

State License Number: ____________ Board Certification: _________________________________________

*Full Mailing Address: __________________________________________

_____________________________________________________________________________________

_________________________________________________________________________________________________________

Preceptor Signature/Date: __________________________________________

Signature of Agency Representative or Administrator & Date: _________________________________________

DNP Student Signature & Date: __________________________________________
Clemson University School of Nursing  
DNP Practice Integration Project (PIP) Request to Change Committee

Student's Name: ____________________________  CUID #: ______________________

Committee Chair: ____________________________________________________________

Reason for Change: __________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Faculty/Expert to be removed: ___________________________________________________

Faculty/Expert to be added: _____________________________________________________

Role of member being replaced:

_____ Chair

_____ Committee Member

_____ Expert Member

____________________________________________________________________________

Committee Chair signature indicating approval/Date: _____________________________

Signature of Faculty/Expert leaving committee/Date: _______________________________

Signature of new Faculty/Expert/Date: __________________________________________
Affirmation Statement
Practice Integration Project (PIP)

To be submitted with Practice Integration Project (PIP) proposal and final PIP submission

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

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

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

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

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

Print Student Name: ______________________________________________________________

Student Signature: __________________________________________________________________

CUID# ________________________________________________________________

Date: ________________________________
Clemson University School of Nursing  
DNP Practice Integration Project (PIP) Project Defense Evaluation Rubric

Student:  
Title of Dissertation:  
Date of Defense:  
CUID#:  

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

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Does not meet expectations (unacceptable)</th>
<th>Meets expectations (acceptable)</th>
<th>Exceeds expectations (outstanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Project Purpose and Aims | *Purpose of the project/paper clearly identified  
*Listed specific aims of the project  
*Aims appropriate for project | | |
| Background | *Relevance nursing clearly supported  
*Clinical issue clearly defined | | |
| Literature Review | *Synthesis clearly written  
*Information synthesized appropriately  
*Appropriate for clinical issue  
*Extensive and thorough  
*Within 5 years unless classics | | |
| Methodology | *Appropriate methodology utilized  
*Appropriate setting, sample, outcomes, and measurements | | |
| Evaluation | *Outcomes/results clearly described.  
*Appropriate statistical testing utilized | | |
| Implications for Practice | *Impact on practice or policy clearly defined  
*Recommendations for expansion of work included  
*Plan for dissemination of results | | |
| Communication and Presentation | | | |
| Writing | *PIP materials are clearly written  
*Doctoral level work | | |
| Format of PIP | *PIP requires no or minimal changes  
*Appropriate and ready for publication submission | | |
| Electronic Presentation | *Slides are clear and easy to see and read  
*Slides professional and neat | | |
| Verbal Presentation | *Clear, succinct presentation  
*Tone clear with good projection  
*Engaged audience  
*Allowed for Q&A | | |
| Critical thinking | | | |
| Analysis of Data | *Analyses appropriate for project  
*Described well  
*Reliability and validity noted as appropriate | | |
<table>
<thead>
<tr>
<th></th>
<th>Expectation</th>
<th>Does not meet expectations (unacceptable)</th>
<th>Meets expectations (acceptable)</th>
<th>Exceeds expectations (outstanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Results</td>
<td>*Accurate interpretation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>*Good synthesis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td>*Correlates with findings</td>
<td></td>
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</tr>
</tbody>
</table>

**Ethical research**

| IRB Approval                | IRB documented                            |                                           |                                |                                    |
| Copyrights                  | Included as needed                        |                                           |                                |                                    |
| Appropriate citations       | *No evidence of plagiarism                |                                           |                                |                                    |
|                             | *Citations relevant to issue              |                                           |                                |                                    |

**Formatting**

| Writing Style               | *Current APA in-text citations or based on Author Guidelines for journal |                                |                                    |
|                             | *Proper grammar, context, verb tenses, sentence structure               |                                |                                    |
| Reference List              | *APA (or based on journal)                                                   |                                |                                    |
|                             | *Relevant references                                                         |                                |                                    |
|                             | *Current references (<5 yrs unless classics)                                 |                                |                                    |
Clemson University School of Nursing  
Documentation of Completion of Practice Integration Project (PIP)

___________________________ has successfully completed the Practice Integration Project

Name: ___________________________________ CUID# ________________________

(PIP) 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)

<table>
<thead>
<tr>
<th>PIP Chair to initial indicating completion</th>
<th>Initials and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public PIP project defense completed</td>
<td></td>
</tr>
<tr>
<td>Manuscript submitted</td>
<td></td>
</tr>
<tr>
<td>Abstract appropriate for poster/podium presentation submission prepared</td>
<td></td>
</tr>
<tr>
<td>Portfolio submitted</td>
<td></td>
</tr>
</tbody>
</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 at http://clemson.libguides.com/content.php?pid=405403&sid=3349940

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:
Examples of secondary sources include:

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

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

**Materials that are Appropriate to Cite:**
- Peer-reviewed journals. They usually have “Journal of…” In the title.
- Webpages that end in .org, .gov., or .edu.

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

**APA Headers**

**Level 1:** Centered, boldface, uppercase and lowercase  
**Level 2:** Left-aligned, boldface, upper and lowercase  
**Level 3:** Indented, boldface, lowercase heading  
**Level 4:** Indented, boldface, italicized with punctuation  
**Level 5:** Indented. Italicized, lowercase heading with punctuation

Rarely do you see Level 5.

**Example of Headers:**

Domains of Nursing

Person
Education
    Nursing School
        BS:  
            *traditional.*
        MS:  
        PhD:
New Graduate Education
Health  
Environment

46
Evidence Rating Scale

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

**Strength of the Evidence:**
http://www.innovations.ahrq.gov/evidencerating.aspx
http://www.aafp.org/journals/afp/authors/ebm-toolkit/strength.html

**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&__utmb=12968039.1.10.1408987800&__utmc=12968039&__utmx=-
&__utmz=12968039.1408987800.1.1.utmcsr=yahoo|utmccn=%28organic%29|utmcmd=organic|utmcrt=%28not%20provided%29|__utmz=129793804
Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/