SCHOOL OF NURSING

College of Behavioral, Social and Health Sciences

MASTER'S STUDENT HANDBOOK
2020 – 2021

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Section I: The School of Nursing Welcome!

We want you to have a challenging, rewarding and enriching educational experience with us. This handbook was prepared at the suggestion of fellow students as a supplement to the current *Graduate Announcements*. The *Graduate Announcements* 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/). Best wishes in your studies at the School of Nursing and Clemson University!

School of Nursing Faculty and Staff

The School of Nursing Overview

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

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

The School of Nursing contributes to the improvement of the health and quality of life of South Carolinians through its related activities in teaching, research and service. The School of Nursing is directed by Dr. Kathleen Valentine, Director and Chief Academic Nursing Officer, who is responsible for the bachelor's, master' and DNP programs in nursing and Interdisciplinary PhD in Healthcare Genetics.

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

National Accreditation

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

Notice of Non-Discrimination

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

Student Accessibility Services

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

Civility Statement

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

Clemson University School of Nursing Organizational Chart

Community
Advisory Boards

Advisory
Council

Kathleen Valentine
Chief Academic Nursing Officer
Director, School of Nursing

Lucia Gonzales
Associate Director
Research

Ann Wetsel
Associate Director
Academics

Savannah Mousseau
HR & Contract
Coordinator

Diane Hannon

Nursing Officer, Director SON

Jessica Martin
Administrative
OPS Manager

Kristen Lawson
Project
Manager

Rob Atkinson
Administrative
Specialist

Kesha Smith
Administrative
Specialist

John Whitcomb
Director
Undergraduate Program

Faculty
Council

Stephanie Davis
Director
Graduate Program

Robin Metler
Student
Services
Coordinator
Undergraduate

Adam
McFarlane
Student Service
Coordinator
BS-ACC

Cynthia
Mihalchick
Student Services
Coordinator
RN-BS / ASD

Ellen Chiles
Student Services
Coordinator
Masters &
PhD/DNP

Nicole Davis
AGNP/Education
/Administration
Coordinator

Jennifer Rice
Coordinator
FNP

Sara Sarasua
HCG PhD
Advisor

Stacie Hamilton
Clinical Placement
Coordinator

Missy Gray
Admin Asst. &
Clinical Coordinator

Jean Ellen Zavertnik
Director
Clinical Learning Research Center

Kim Hill
Clinical Lab
Coordinator

Shannon Burkhalter
Clinical Lab
Manager

Important Contact Information

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

Dr. Kathleen Valentine, Director and Chief Academic Nursing Officer, School of Nursing, 864-656-4758, 864-720-2064, klvalen@clemson.edu

Dr. Ann Wetsel, Associate Director, School of Nursing, 864-656-5527, 864-720-2065 mwetsel@clemson.edu

School of Nursing Coordinators

Dr. Stephanie Davis, Director for Graduate Studies, O) 864-656-2588; 864-720-2053 M) 864-952-9166 stephad@clemson.edu

Dr. Jennifer Rice, FNP Coordinator, 864-720-2069**,** geter@clemson.edu

Dr. Nicole Davis, AGNP/Nursing Education/Nursing Administration Coordinator, 864-720-2066, njd@clemson.edu

Dr. John Whitcomb, **Director for Undergraduate Studies**, 864-656-1741, 864-720-2066, jwhitco@clemson.edu

Support Staff

Ellen Chiles, Graduate Student Service Program Coordinator (PhD, DNP, MS); 864-720-2052, achiles@clemson.edu

Missy Gray, **Administrative Coordinator, Clinical Compliance & Operations**
864-720-2054, mgray7@clemson.edu

Ben Card, Lead IT Consultant, 864-720-2049; ecard@clemson.edu

Additional Resources

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

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

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

The School of Nursing

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

Mission

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

Vision

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

Goals

1. The School of Nursing will contribute to the health innovation area of focus within the Clemson University research priority by increasing visibility of School of Nursing as scientists pursuing research.

2. The School of Nursing will be recognized as a leader for fostering connectivity, collaboration, and creativity between student, faculty, and alumni groups with the global, local, and interprofessional communities, both in and outside the classroom.

3. The School of Nursing will cultivate and deliver academic excellence in nursing and healthcare genetics using sustainable, innovative, and interprofessional pedagogies to create a seamless transition from didactics to clinical practice.

4. The School of Nursing will enhance the living environment by leading health and wellness programs that nurture a climate of diversity, inclusion and respect.

https://www.clemson.edu/cbshs/departments/nursing/about/index.html

Section II: Purpose, Objectives, and Curriculum Information

The Master of Science Degree Program Overview

The Master of Science, Major in Nursing degree program is designed to build upon the first professional degree. The student acquires knowledge and skills in advanced nursing and may select a specialty in one of the five areas of study. Major options available are nurse practitioners (FNP, AGNP), clinical nurse specialist (maternal/child adolescent, adult/gerontology), nursing administration and nursing education. The graduate program articulates with the baccalaureate program in the continued acquisition of advanced nursing knowledge and skills of the specialist. Theory, research, and role development are emphasized to enable the graduate to participate in the development of nursing knowledge and contribute to the advancement of the nursing profession. Specialization builds toward advanced specialties in selected clinical practice and role areas. Thesis or Clinical Research (non-thesis) options are available. The required credit hours vary from 34-51 depending upon the specialty option chosen by the student. The objectives of the Master of Science, Major in Nursing (MS) degree program are to provide graduates with the ability to:

1. Integrate advanced knowledge from nursing and related disciplines into a specialized area of nursing practice;
2. Demonstrate competence in a selected functional role of clinical specialist, nurse practitioner, educator or administrator;
3. Evaluate and apply research findings from nursing and related disciplines to an advanced nursing specialty;
4. Participate in the development of nursing knowledge by identifying researchable nursing problems, conducting research and selectively integrating research findings in advanced nursing practice;
5. Utilize leadership, management, and teaching knowledge and competency to influence nursing practice;
6. Participate as a leader to influence health policy and improve the health care delivery system; and
7. Contribute to the advancement of the nursing profession.

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

- Completion of the online application for admission to the graduate school.
- Baccalaureate Degree in nursing from an accredited nursing program.
- Cumulative (all college credits) and/or Undergraduate Nursing GPA of 3.25 or higher.
- Official transcripts from all previous programs.
- Three letters of recommendation from masters or doctorally prepared individuals (supervisors, MDs, NPs, etc). Prefer one from a nursing faculty from your undergraduate program, one from a supervisor, and one from a health care professional who is familiar with your clinical skills.
- Professional résumé.
- Licensure to practice nursing in the state of South Carolina and states in which student will be completing clinical hours.
- Clinical Practice: minimum of 600-plus hours of nursing practice within the previous 12 months of application. Clinical Practice Form
- TOEFL score (may be required by applicants for whom English is not their first language).

Post Admission Requirements:

- Background check. A positive background check may preclude students from completing the clinical requirements thus preventing completion of the program.

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

Course Delivery

The Master of Science, Major in Nursing program is delivered in a hybrid format. Classes are held every Thursday at the Clemson University Nursing building. Faculty utilize Canvas, an online student management system, to enhance student leaning. Clinical management labs are scheduled on days other than class days based on lab/preceptor availability. Other learning experiences (e.g. Boy Scout physicals, skills labs, lobby days, etc) may be scheduled in the evening or on days other than Thursday but sufficient notice will be given.

SAMPLE CURRICULUM PLAN
FAMILY NURSE PRACTITIONER (FNP), PRIMARY CARE

Full Time

Spring One
NURS 8010: Advanced Family and Community Nursing 3(3,0)
NURS 8080: Nursing Research Statistical Analysis 2(2,0)
NURS 8480: Health Care Policy and Economics 3(3,0) (or in last semester)

Summer One
NURS 8060/8061: Advanced Assessment for Nursing 3(2,3)
Or
NURS 8090: Pathophysiology for Advanced Nursing 3(3,0)

Fall One
NURS 8040: Knowledge Development in Advanced Nursing 2(2,0)
NURS 8050: Pharmacotherapeutics for Advanced Nursing 3(3,0)
NURS 8060/8061 or NURS 8090

Spring Two
NURS 8210/8211: Adult Nursing 4(2,6)*
NURS 8190/8191: Developing Family 4(2,6)* or NURS 8200/8201: Child and Adolescent 4(2,6)*

Summer Two
NURS 8070: Nursing Research Design and Methods 3(3,0)

Fall Two
NURS 8220/8221: Gerontology Nursing 4(2,6)*
NURS 8200/8201: Child and Adolescent 4(2,6)* or NURS 8190/8191: Developing Family 4(2,6)*

Spring Three
NURS 8230: Nurse Practitioner Clinical Practicum 6(0,18)*
NURS 8480: Health Care Policy and Economics 3(3,0) (If not already taken)
NURS 8850: Mental Health in Primary Care 2(2,0) **or** NURS 8310: Clinical Research 3(3,0)

Total Credits: 46-47

Note: Completion of this specialty prepares students to take the national Primary Care Family Nurse Practitioner Certification examination offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP) Certification Board.

Students need 9 credit hours to be considered full time (6 in summer). Any semester in which students are short hours NURS 8790 can be added for needed hours. Assignments are based on credit hours taken.

SAMPLE CURRICULUM PLAN
ADULT/GERONTOLGY PRIMARY CARE NURSE PRACTITIONER (AGNP)

Full Time

Summer One

NURS 8060/8061: Advanced Assessment for Nursing	3(2,3)
Or	
NURS 8090: Pathophysiology for Advanced Nursing	3(3,0)

Fall One

NURS 8040: Knowledge Development in Advanced Nursing	2(2,0)
NURS 8050: Pharmacotherapeutics for Advanced Nursing	3(3,0)
NURS 8060/8061 **or** NURS 8090	

Spring One

NURS 8010: Advanced Family and Community Nursing	3(3,0)
NURS 8080: Nursing Research Statistical Analysis	2(2,0)
NURS 8210/8211: Adult Nursing	4(2,6)*
NURS 8840/8841: Mental Health and Illness of Adults	4(2,6)*

Summer Two

NURS 8070: Nursing Research Design and Methods	3(3,0)

Fall Two

NURS 8220/8221: Gerontology Nursing	4(2,6)*
NURS 8820/8821: Primary Care for Elders	4(2,6)*
NURS 8180: Developing Family in Primary Care	2(2,0)
or	
NURS 8310: Clinical Research	3(3,0)

Spring Two

NURS 8230: Nurse Practitioner Clinical Practicum	6(0,18)*
NURS 8480: Health Care Policy and Economics	3(3,0)

Total Credits: 46-47

Note: Completion of this specialty prepares students to take the national Adult/Gerontology Nurse Practitioner Certification exam offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Boar (AANP)**.**

Students need 9 credit hours to be considered full time (6 in summer). Any semester in which students are short hours NURS 8790 can be added for needed hours. Assignments are based on credit hours taken.

SAMPLE CURRICULUM PLAN
NURSING ADMINISTRATION OPTION

Full Time

Fall One		
NURS 8040	Knowledge Development in Advanced Nursing	2(2,0)
NURS 8250	Leadership in Health-Care Systems	3(3,0)
Spring One		
NURS 8080	Nursing Research Statistical Analysis	2(2,0)
NURS 8260/8261	Quality & Outcomes Management in Health-Care	4(3,3)*
Summer One		
NURS 8070	Nursing Research Design and Methods	3(3,0)
Fall Two		
NURS 8460	Health-Care Financial Management	3(3,0)
Program Elective		3(3,0)
Spring Two		
NURS 8480	Health Care Policy and Economics	3(3,0)
NURS 8310	Clinical Research (or 3 credit cognate)	3(3,0)
Program Elective		3(3,0)
Summer Two		
NURS 8470/8471	Internship	4(1,9)*
NURS 8500	Information & Control Systems for Nurs Leadership	3(3,0)
	Total Credits: 36	

Note-Cognate: Students should select courses essential for developing the skills needed in the student's future role in Nursing Administration. Options must be approved by the student's advisor.

Note: Completion of this specialty prepares students to take the Nurse Executive, Advanced Certification examination offered by the American Nurses Credentialing Center (ANCC).

Students need 9 credit hours to be considered full time (6 in summer). Any semester in which students are short hours NURS 8790 can be added for needed hours. Assignments are based on credit hours taken.

SAMPLE CURRICULUM
PLAN NURSING EDUCATION
OPTION

Summer One
NURS 8410/8411: Advanced Assessment for Nurse Educators 3(2,3)
Or
NURS 8090: Pathophysiology for Advanced Nursing 3(3,0)

Fall One
NURS 8040: Knowledge Development in Advanced Nursing 2(2,0)
NURS 8050: Pharmacotherapeutics for Advanced Nursing 3(3,0)
NURS 8410/8411: Advanced Assessment for Nurse Educators 3(2,3)
Or
NURS 8090: Pathophysiology for Advanced Nursing 3(3,0)

Spring Two
NURS 8010: Advanced Family and Community Nursing 3(3,0)
NURS 8080: Nursing Research Statistical Analysis 2(2, 0)
NURS 8480: Health Care Policy and Economics 3(3,0)

Summer
NURS 8070: Nursing Research Design and Methods 3(3,0)

Spring
NURS 8420/8421: Adult Nursing & Patient Education 4(2,6)

Spring (even years)
NURS 8270: Foundations of Nursing Education 3(3, 0)

Summer (even years)
NURS 8140: Instructional Technologies for Nursing Educators 3(3, 0)

Fall (even years)
NURS 8280: The Nurse Educator 4(1,9)

Requirement:
NURS 8310: Clinical Research 3(3, 0)
or
NURS 8850: Mental Health of Adults 2(2,0)

Total Credits: 38-39

Note: Completion of this specialty prepares students to take the National League for Nursing Certification for Nurse Educators examination.

Students need 9 credit hours to be considered full time (6 in summer). Any semester in which students are short hours NURS 8790 can be added for needed hours. Assignments are based on credit hours taken.

SAMPLE CURRICULUM PLAN
CLINICAL NURSE SPECIALIST (CNS) - ADULT/GERONTOLOGY

Full Time

Fall One		
NURS 8010	Advanced Family & Community Nursing	3(3,0)
NURS 8040	Knowledge Development in Advanced Nursing	2(2,0)
NURS 8060/8061	Advanced Assessment for Nursing	3(2,3)
NURS 8090	Pathophysiology for Advanced Nursing	3(3,0)
Spring One		
NURS 8050	Pharmacotherapeutics for Advanced Nursing	3(3,0)
NURS 8080	Nursing Research Statistical Analysis	2(2,0)
NURS 8210/8211	Adult	4(2,6)
Summer One		
NURS 8070	Nursing Research Design and Methods	3(3,0)
Fall Two		
NURS 8220/8221	Gerontology	4(2,6)
NURS 8290	Theories and Models of Clinical Specialization	3(3,0)
Spring Two		
NURS 8300	Clinical Specialty Practicum in Nursing	6(0,18)
NURS 8480	Health Care Policy & Economics	3(3,0)
Requirement		
NURS 8310	Clinical Research	3(3,0)
OR		
NURS 8910	Master's Thesis Research	6(6,0)

Total Credits: 42 - 45

Note: Completion of this specialty prepares students to take the national Adult/Gerontology Clinical Nurse Specialist certification exam offered by the American Nurses Credentialing Center (ANCC).

Students need 9 credit hours to be considered full time (6 in summer). Any semester in which students are short hours NURS 8790 can be added for needed hours. Assignments are based on credit hours taken.

COURSE DESCRIPTIONS

Nursing 8010: Advanced Family and Community Nursing 3(3,0)
Developmental, psychodynamic, social-political, and cultural theories and concepts are synthesized and applied to the analysis of health and illness in communities and in families across the life cycle. Roles and functions of advanced practice nurses in promoting community health and family health are examined.

Nursing 8040: Knowledge Development in Advanced Nursing 2(2,0)
Nursing theories and theories relevant to nursing practice and research; processes of theoretical thinking and critical thinking are applied to health problems and needs of individuals and their families in the community; theoretical and conceptual models of contemporary practice and research.

Nursing 8050: Pharmacotherapeutics for Advanced Nursing 3(3,0)
Prescription administration and patient/family education in use of pharmacological agents emphasizing drugs prescribed for common or chronic illnesses; drug selection; adverse drug reactions; age-related differences in utilization; regulations affecting nurse's prescriptive authority.

Nursing 8060: Advanced Assessment for Nursing 3(2,3)
Comprehensive assessment and diagnosis of health problems and status for individuals of all ages, including assessment of families; physical and laboratory/radiologic diagnostic assessments; directed laboratory experiences in advanced assessment of clients of several ages.

Nursing 8070: Nursing Research Design and Methods 3(3,0)
Quantitative and qualitative research methodologies useful and appropriate to clinical nursing practice and for the development of nursing knowledge; ethics with human subjects; does not include thesis advisement.
Prerequisites: NURS 8040, 8080.

Nursing 8080: Nursing Research Statistical Analysis 2(2,0)
Quantitative research methods in nursing science including basic elements of statistical design with a focus on the use of nursing informatics and computer applications.

Nursing 8090: Pathophysiology for Advanced Nursing 3(3,0)
Human response to health alterations as they impact nursing knowledge and practice; recognizing the manifestations of health alterations and developing nursing interventions accordingly.

Nursing 8140: Instructional Technologies for Nursing Educators 3(3,0)
Provides novice and experienced nurse educators an opportunity to integrate emerging instructional technologies. Covers theories and trends that support the use of technologies for the enhancement of teaching and learning. Emphasized the integration of education technologies and the evaluation of current technologies to enhance instruction.

Nursing 8180: Developing Family in Primary Care 2(2,0)
Theories and concepts related to nursing management in the care of developing families; critical thinking applied to health problems and needs of developing families, before, during and immediately following pregnancy; application of related nursing issues and current research.
Prerequisites: NURS 8010, 8040, 8050, 8060, 8090.

Nursing 8190: Developing Family Nursing 4(2,6)
Theories and concepts related to nursing management in the care of developing families; critical thinking applied to health problems and needs of developing families, before, during and immediately following pregnancy; application of related nursing issues and current research; clinical practice with developing families in a variety of settings.
Prerequisites: NURS 8010, 8040, 8050, 8060, 8090.

Nursing 8200: Child and Adolescent Nursing 4(2,6)
Advanced nursing roles and functions applied to health promotion, health maintenance, health restoration, habilitation, and rehabilitation of infants, children, and adolescents with existing or potential health problems; critical thinking used to assess, diagnose, intervene, and promote continuity of care with clients of these ages irrespective of setting. Prerequisites: NURS 8010, 8040, 8050, 8060, 8090.

Nursing 8210: Adult Nursing 4(2,6)
Roles and functions embodied in advanced practice applied to the health promotion, and clinical management of common or chronic health problems of adults within the context of family; clinical practice with adult clients in a variety of settings. Prerequisites: NURS 8010, 8040, 8050, 8060, 8090.

Nursing 8220: Gerontology Nursing 4(2,6)
Roles and functions of advanced practice applied to the preventive, restorative and rehabilitative care of the older adult with existing or potential health problems; clinical practice in a variety of settings. Prerequisites: NURS 8010, 8040, 8050, 8060, 8090.

Nursing 8230: Nurse Practitioner Clinical Practicum 6(0,18)
Guided practice applying advanced nursing knowledge in family nursing and advanced practice roles (clinical nurse specialist, case manager, and/or practitioner); joint preceptor and faculty guidance and supervision in the care of selected populations in a variety of health care settings. Prerequisites: FNP track: NURS 8190/8191, 8200/8201, 8210/8211, 8220/8221; Nursing 8210/8211, 8220/8221, 8820/8821, 8840.

Nursing 8250: Leadership in Health-Care Systems 3(3,0)
Examines health-care systems and delivery across the continuum. Emphasizes complexity, influence of internal and external environments, assessment of strengths and opportunities, strategic planning, leadership theories, and leading change. Explores implications for middle and executive level health-care leaders.

Nursing 8260: Quality and Outcomes Management in Health-Care 4(3,3)
Examines the science of systems improvement including the models, methods, and tools of process analysis and improvement applied to health-care. Emphasis is on designing outcome 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. Prerequisites: NURS 8250 or consent of instructor.

Nursing 8270: Foundations of Nursing Education 3(3,0)
Exploration of the foundations of nursing education. Emphasizes curriculum development in nursing for the collegiate or continuing education areas. Current issues and research that influence nursing education.

Nursing 8280: The Nurse Educator 4(1,9)
Roles and functions of nurse educators applied to education of nurses and nursing students in collegiate and continuing education nursing education programs; current issues and research in classroom, laboratory, and continuing education programs. A teaching practicum is required. Prerequisite: NURS 8270 or consent of instructor.

Nursing 8290: Theories and Models of Clinical Specialization 3(3,0)
Caregiver, researcher, manager, teacher and consultant roles of the clinical nurse specialist in a variety of settings; theories, models, and health care issues underlying the role of clinical nurse specialist. Prerequisites: NURS 8040, CNS graduate option, or consent of instructor.

Nursing 8300: Clinical Specialty Practicum in Nursing 6(0,18)
Advanced practice in a selected clinical specialty area in nursing that emphasizes application of the clinical specialist role. Prerequisites; NURS 8209 and a clinical course.

Nursing 8310: Clinical Research 1-3(1-3,0)
Critical thinking and methodologies of scientific inquiry applied to clinical issues/problems encountered in advanced nursing practice. May be repeated for a maximum of three credits. To be taken on Pass/Fail basis. Prerequisites: NURS 8040.

Nursing 8410: Assessment for Nurse Educators 4(2,6)
Application of the roles and functions embodied in advanced practice to the health promotion and clinical aspects of management of common acute health problems of adults within the context of family. Focuses on the development of skills required for effective patient teaching across a variety of clinical settings. This course prepares the graduate level nurse to utilize learning theory and research to develop educational materials for improved health outcomes.

Nursing 8420: Adult Nursing and Patient Education 3(2,3) Focuses on the advanced assessment component of the nursing process to analyze health status of individuals throughout the lifespan. Focuses on health, risk factors affecting health and the role of health promotion strategies in the prevention of illness. This course will build on the nurse educator student's undergraduate knowledge base of anatomy, physiology and pathophysiology.

Nursing 8460: Healthcare Financial Management 3(3,0)
Analysis of financial theory and practice for health-care executives. Includes methods of financial reporting and defines accounting practices for decision making and operating activities. Includes processes for measuring and reporting financial information, analysis, interpretation, and use of financial information for planning and controlling the health-care business.

Nursing 8470: Internship 4(1,9)
Guided practice to apply advanced nursing knowledge in nursing administration in the advanced practice role; joint preceptor and faculty guidance and supervision in the administrative management and care with selected populations in a variety of health care settings. Prerequisites: NURS 8250, 8260, 8460 or consent of instructor.

Nursing 8480: Health Care Policy and Economics 3(3,0)
Reciprocal relationship between client, community, health care system, sociocultural and economic variables, and policy making; analysis and synthesis of these relationships and their impact on the role and responsibility of the advanced practice nurse and nurse administrator. Prerequisites:

Nursing 8790: Special Topics in Nursing 1-3 (1-3, 0-9)
In-depth seminar on selected topics such as therapeutic communication, legal and ethical issues in nursing, and health care and political process in health.

Nursing 8820: Primary Care for Elders 4(2,6)
Application of the roles and functions of advanced practice in the management of frailty in old age; prevention of early disability and dependence; maintenance of function, independence and self-care; cultural, social, and ethical issues. Prerequisites: NURS 8010, 8040, 8050, 8060, 8090.

Nursing 8840: Mental Health and Illness of Adults 4(2,6)
Psychosocial, developmental, spiritual and cultural theories are synthesized and applied to the analysis of mental health and illness in adulthood; Considers roles and functions of advanced practice nurses in promoting the mental health of adults and their families. Clinical practice in the community is incorporated. Prerequisites: NURS 8040, 8050, 8060, 8090.

Nursing 8850: Mental Health in Primary Care 2(2,0)
Psychosocial, developmental, spiritual and cultural theories are synthesized and applied to the analysis of mental health and illness in adulthood; Considers roles and functions of advanced practice nurses in promoting the mental health of adults and their families. Prerequisites: NURS 8040, 8050, 8060, 8090.

Nursing 8890: Special Problems in Nursing 1-6(1-6,0)
Problems selected to meet special and individualized interests of students. Up to 6 hours of NURS 8890 may be taken as elective credit.

Nursing 8910: Master's Thesis Research 1-12(1-12,0)
Research activities related to thesis; minimum of 6 hours required. Prerequisites: NURS 8040.

AACN MS Essentials, Selected Corresponding MS Courses by Track and Related Course Objectives

AACN Essentials	Corresponding MS Program Courses	Related Objectives
Essential I: Background for Practice from Sciences and Humanities	All tracks: NURS 8040 Knowledge Development (All tracks): Builds on concepts and theories relate to nursing Nurse Edu and APRN (NP & CNS): NURS 8010 Advanced Family and Community: Nursing Developmental, psychodynamic, social-political, and cultural theories and concepts are synthesized and applied to the analysis of health and illness in communities and in families across the life cycle Nurse Ed and APRN (NP & CNS): NURS 8090 Pathophysiology for Advanced Nursing: Application of advanced physiology knowledge All tracks: NURS 8480 Health Policy and Economics: Applies knowledge from economics, sociology, and political science to analysis of health policy	NURS 8480 Objective 1: Examine various paradigms that underlie nursing knowledge. NURS 8010 Objective 1: Synthesize and apply selected theories and concepts to the understanding of health and illness in families. NURS 8090 Objective 2: Recognize manifestations of selected disease processes in major body systems across the life span. NURS 8480 Objective 2: Evaluate the effects of health economics, health care reform, and finance on APRN practice.
Essential II: Organizational and Systems Leadership	All tracks: NURS 8480 Health Care Policy and Economics: examines the impact of health care system and policy on role of nurse administrator, educator or NP Nursing Admin NURS 8250 Leadership in Health-Care Systems: Emphasizes complexity, influence of internal and external environments, assessment of strengths and opportunities, strategic planning, leadership theories, and leading change All tracks: all clinical management courses and practicums provide opportunities to demonstrate leadership in organizations and systems with faculty & preceptor guidance	NURS 8480 Objective 1: Synthesize the roles and responsibility of the advanced practice nurse related to health policy and the health of the public. NURS 8250 Objective 4: Identify indicators of organizational effectiveness and efficiency and implications for managerial roles and actions.
Essential III: Quality Improvement and Safety	Nursing Admin: NURS 8260 Quality and Outcomes Management in Health-Care: Emphasis on designing outcome, evidence-based safe and efficient processes and workflows to achieve customer satisfaction and targeted outcomes Nursing Admin, Nurse Ed and APRN (NP & CNS): all clinical management courses and practicums include a focus on assessing and enhancing the quality and safety of care and setting in which the care is provided	NURS 8260 Objective 6: Identify and apply the models and tools of process improvement appropriate to complex systems.

AACN Essentials	Corresponding MS Program Courses	Related Objectives
Essential IV: Translating and Integrating Scholarship into Practice	All tracks: NURS 8070 Clin Nurs Research: Analyze and synthesize current literature on selected topics in systematic literature review with practice implications. All tracks: NURS 8080 Nursing Research Statistical Analysis: focus on design and critique of quantitative studies to enable correct interpretation and application of statistical methods	NURS 8070 Objective 3: Evaluate research designs for testing hypotheses related to nursing practice. NURS 8080 Objective 1: Select the appropriate statistical test for nursing data based on sample characteristics, level of measurement, and assumption of specific statistical tests.
Essential V: Informatics and Health Care Technologies	All tracks: Integrated throughout all courses.	Courses utilize Canvas discussion boards, EHRs, Typhon, electronic evidence-based guidelines (e.g. Pepid, Epocrates)
Essential VI: Health Policy and Advocacy	All tracks: NURS 8480 Health Care Policy & Econ: Policy analysis, examination of health care financing. Students are involved in policy analysis with examination of current legislation and recommendations with follow up communication with legislators at state or national level	NURS 8480 Objective 1: Synthesize the roles and responsibility of the advanced practice nurse related to health policy and the health of the public
Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes	Nursing Administration: NURS 8470 Internship: explores the role and functions of nurse administrators and provides opportunities for interprofessional collaboration through administration practicum with faculty & preceptor guidance. Nursing Education: NURS 8280 Nurse Educator: explores the role and functions of nurse educators and provides opportunities for interprofessional collaboration through teaching practicum with faculty & preceptor guidance. APRN (NP & CNS): All management courses explore the role and functions of APRNs and provide opportunities for interprofessional collaboration in all clinical management courses and practicums with faculty & preceptor guidance.	NURS 8470 Objective 4: Lead organizational activities within the context of the organization's vision, mission, and strategic goals. NURS 8280 Objective 5: Synthesize the role expectations of the nurse educator.

AACN Essentials	Corresponding MS Program Courses	Related Objectives
Essential VIII: Clinical Prevention and Population Health for Improving Health	All tracks: NURS 8480 Health Policy and Economics: Students examine the reciprocal relationship among client, community, health care system, socio-cultural and economic variables, and policy-making. Nurse Ed and APRN (NP & CNS): NURS 8010 Adv Family and Com Nurs: Focuses on care of families and communities from diverse backgrounds. All clinical courses incorporate levels of prevention, lifestyle modification, and recommended screening and immunization guidelines. Nurse Ed and APRN (NP & CNS): students participate in care of diverse, rural and underserved populations in each clinical course, e.g. Sullivan Center Outreach with Latino & migrant populations and study abroad opportunity in the Dominican Republic	NURS 8480 Objective 1: Synthesize the roles and responsibility of the advanced practice nurse related to health policy and the health of the public. NURS 8010 Objective 3: Describe health behavior patterns and lifestyles that place families at risk for major health problems
Essential IX: Master's-Level Nursing Practice	Nursing Admin NURS 8470 Internship: Role development of nurse administrators in administration practicum with faculty and preceptor guidance. Nurse Ed: NURS 8280 Nurse Educator: Role development of nurse educators in teaching practicum with faculty and preceptor guidance NP & CNS: Role development in all clinical management courses and practicums with faculty and preceptor guidance.	NURS 8470 Objective 1: Synthesize and apply theory and content related to leadership, strategic planning, organizational structure, operations, personnel management, and finance in the practice setting. NURS 8280 Objective 5: Synthesize the role expectations of the nurse educator.

Clinical Hours

The ratio of clock to credit hours is 3 to 1 (3:1) in all clinical management courses. The ratio of clock to clinical hours is 1:15. The clinical hours posted for each course are the minimum number of hours required. Students must complete a minimum of 675 hours (500 of which must be hands on, direct patient cares hours) to be eligible for graduation and national certification. Students may seek additional experiences/time (based on faculty approval and space availability) or may be instructed to complete additional time to enhance knowledge and/or skills. All clinical hours must be completed no later than 1 week prior to the date course grades are due to avoid an incomplete. Students may review the Academic Calendar for due dates at: (https://www.clemson.edu/registrar/academic-calendars/). Students may not start clinical prior to the first class. Students may not be in a clinical setting while not actively enrolled in a clinical management course (i.e. students may not start clinical rotations early).

Dropping a Course

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

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 their FNP or AGNP/Education program coordinators, who will confer with the faculty and student to resolve the issue. Resolution may also involve the Director of Graduate Programs. If unresolved, the student may then take the issue to the SON Director. If unresolved, the concern may be taken to the Dean of the College. The University Ombudsman Office may be a resource for you during this time.

The academic grievance policy and procedures can be found at:
https://www.clemson.edu/graduate/files/pdfs/PolicyHandbook_2019-20.pdf

Ombudsman

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

- need guidance in resolving a problem or a concern relating to the University;
- need information about policies or procedures;
- need someone to mediate between individuals or within the University;
- feel the University has made an error in a particular case;
- feel they have been victims of harassment or discrimination;
- are unsure about which University policies, procedures, or regulations apply to a given situation;
- have specific academic problems that cannot be resolved by following regular University procedures;
- feel they have been unfairly treated;
- have a problem that requires someone to negotiate a solution or to help facilitate communication between parties; and/or feel that a University policy, procedure, or regulation has been applied unfairly or erroneously.
- More information: https://www.clemson.edu/administration/ombudsman/services.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 graduate program students are assigned to the FNP or AGNP/Education program coordinators as advisors who will develop the student's program plan of study. By completion of 9 credit hours, students will be assigned to a Chairperson for their Final Oral Comprehensive Examination. (S)he will be a member of the SON faculty who is Doctorally prepared and holds a full-time regular faculty appointment and be tenured or eligible for tenure in the School of Nursing.

The Graduate Student Services Coordinator and the FNP and AGNP/Education Coordinators will assist the master's student with ongoing advisement throughout the program and the program plan of study (http://www.grad.clemson.edu/policies/GradRegulations.php).

Graduate Academic Integrity Policy

"An academic environment of integrity is one in which students, faculty and staff interact with each other from a position of mutual trustworthiness. As a member of the consortium of institutions comprising the International Center for Academic Integrity, Clemson University has committed itself to preparing a com-munity of scholars dedicated to integrity in teaching, research, scholarship, mentorship and the acquisition and display of professional values of trust, honesty, fairness, responsibility, respect, and courage.2 Clemson graduate students are expected avail themselves of the many opportunities and resources both on and off campus to learn how to engage in professional practice with integrity. The Graduate School and the community of scholars engaged in graduate-level education will respond vigorously and expeditiously to charges of violations of academic integrity." (https://www.clemson.edu/graduate/files/pdfs/PolicyHandbook_2019-20.pdf, Pg 10)

All work submitted for a grade must be your own, unless group work is assigned. All text included in assignments that was written by someone other than the student must be correctly quoted and cited.

Failing to comply with School of Nursing, clinical facility policies, and state and federal regulations are also Academic Integrity violations. (Violation reporting form on next two pages)

Charge of Academic Integrity Violation
(Completed by Faculty)

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

Student:_____CUID: _____

Course/Section #: _____

Summary of Violation (Attach additional documentation as needed):_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Faculty Signature Date

_____

Student Signature Date

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

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

Copy: Student record
Copy may be sent to: Dean/Associate Dean of Dean of Graduate School.

Clemson University School of Nursing
Academic Integrity Statement on Plagiarism

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

The Clemson University Academic Integrity Policy says plagiarism "includes the copying of language, structure or ideas of another and attributing the work to one's own efforts." Be advised that the definition makes no distinction between deliberately using someone else's work without attribution and doing so unintentionally; both are plagiarism (https://www.clemson.edu/graduate/students/theses-and-dissertations/plagiarism.html).

Plagiarism is the most common form of violation. The definition of plagiarism does not differentiate between deliberately using someone else's work without attribution and doing so unintentionally. **Both are plagiarism!**

Some common forms of plagiarism are:

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

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

Grading & Other Program Policies

Grade Scale*

A = 90 - 100
B = 80 - 89
C = 75 - 79
F = Below 75 (no credit)
*See NURS 8230 syllabus for alternate grading scale.

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

Program Progression:

Nursing course grades are determined by the numerical score earned in the classroom and a Pass/Fail in the clinical laboratory. In order to pass the course, a student must earn a minimum of 75.0 or higher in the didactic class and a Pass (P) in the clinical laboratory. Progression through the program is systematic (based on the student's Plan of Study) and successful completion of courses is required to progress to the subsequent semesters. Students must achieve a **minimum grade of 75.0** before any grade may be "rounded up." For example, 74.9 does not round up to 75. After the student has achieved a minimum grade of 75, the choice to round up lies with the faculty member in charge of the course. Extra Credit may be given at the discretion of the faculty to all students in a course; however, extra credit may not bring any student's average to a passing level. Students must maintain a 3.0 GPA or they will be placed on Academic Probation as per Graduate School policies.

Students must have a minimum test average of 75.0 before other course assignment grades will be calculated into the final course grade.

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

Change of Program Specialty Option:

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

Final Examinations in Clinical Management Courses:

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

Attendance Policy:

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

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

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

Continuous Enrollment and Leave of Absence

As a graduate student enrolled in a degree program, you are required to maintain continuous enrollment after initial matriculation (i.e., you must register each fall and spring semester until you either have graduated, have permanently withdrawn, or have been dismissed). See full policy at:
https://www.clemson.edu/graduate/students/policies-procedures/index.html

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

Expectations of Professional Graduate Nursing Student Behavior

Disruptive Classroom Behavior or Disorderly Conduct:

Students are expected to conduct themselves in a professional manner in all classroom and clinical settings. See the Clemson University policy at: https://www.clemson.edu/campus-life/student-conduct/classroom-behavior.html

Nursing graduate students will:

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

* ANA Code of Ethics: https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/coe-view-only/

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 FACILIITY RELATED INFORMATION CAN BE POSTED ON SOCIAL MEDIA!!** Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Never refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones
- Maintain professional boundaries in the use of electronic media. As with in-person relationships, the nurse has the obligation to establish, communicate and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Do not post any information regarding work related issues. Do not even post seemingly innocuous information such as "It was a busy day". Such information could be used in a lawsuit to imply various things about the work environment.
- Promptly report any identified breach of confidentiality or privacy to your instructor and lead teacher.
- Be aware of and comply with facility policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the 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 <u>any clinical, patient, or facility related information</u> on any social media. DOING SO WILL RESULT IN DISCIPLINARY ACTION, UP TO AND INCLUDING DISMISSAL FROM THE CLINICAL, SCHOOL OF NURSING AND/OR CLEMSON UNIVERSITY.

Student Records

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

Name Change

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

Cancellation of Classes and/or Clinical Labs Due to Hazardous Weather and Driving Conditions

For any inclement weather, we will follow Clemson University emergency closing policies. The decision by the Crisis Management Team on main campus drives the decision for all campus locations (often dependent on the SC Emergency Management Division that closes county offices across the state).

If main campus closes and/or cancels classes, the Clemson University Nursing building will also be closed / classes canceled. If, for some reason, government offices in Greenville County are closed and our main campus is open, the CU Nursing building will be closed – following Greenville County. Some of our clinical placement cancelations are driven by local school district closings.

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

Students and faculty should check the following stations/station websites to obtain information on weather conditions and school closings:

TELEVISION

WYFF-TV (Greenville, Channel 4) www.wyff4.com; WSPA-TV (Spartanburg, Channel 7) www.newschannel7online.com; WL0S-TV (Asheville, Channel 13) www.wlos.com; WHNS-TV (Fox Carolina, Channel 12) www.whns.com

Information about closings can also be located on the CU web site: www.clemson.edu

Minimum Credit Hour Requirements for GTAs and Full-time Students

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

Financial Assistance

Assistantships:

These guidelines may be changed by the University without notice and are based on Clemson University guidelines at all times. Assistantships are generally assigned based on availability by semester. Selection for assistantships is based on clinical experience and the recommendation of the lead teacher in that clinical area. Students who are interested in being considered should send curriculum vitae when the email call is sent through the student listserv. Most assistantships require a commitment of 10-15 hour/week (15 weeks/semester). Student who hold an assistantship may receive a tuition waiver, a reduced fee for University charges, and a stipend for the hours they work.

Traineeships:

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

Scholarships and Fellowships:

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

ADMISSION AND CONTINUED ENROLLMENT REQUIREMENTS

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

All requirements should be submitted to Missy Gray, Administrative Coordinator, Clinical Compliance & Operations, Clemson University Nursing building, 605 Grove Rd., Greenville, office 465, mgray7@clemson.edu by the stated deadlines below. Requirements must be submitted by email in ONE pdf file.

Spring Admission: December 1st
Summer Admission: April 15th

If requirements are not received by the due dates above, the School of Nursing will drop those students from all nursing courses. Incomplete requirements will not be accepted. Requirements may be submitted by email to mgray7@clemson.edu as ONE pdf attachment.

If dropped from courses, consideration for re-admission will only occur once all documentation has been submitted and is based on space availability and time of lapse from course. A late registration fee may apply. Students who do not comply with the stated requirements will not be allowed to enroll in or attend any nursing courses or clinical experiences.

Clinical Experiences

Students may not attend any clinical experiences with expired or missing admission/enrollment requirements and doing so will be considered an academic violation.

Students are responsible for knowing the expiration dates of these requirements and submit them prior to expiration or by due date.

Clemson School of Nursing Admission/Enrollment Requirements

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

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

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

Student Name:_____

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

Admission/Enrollment Requirements Checklist

Submit on Admission:

_____ **Student Info/Personal Health History**

_____ **Alcohol/Drug Policy & Drug Screen Permission Form**

_____ **Acad/Integ Stmt**

_____ **Drug Screen** (submit 1x) Student may use Arcpoint (form attached to Welcome email) **OR** another lab. Student schedules drug screen and results must come directly from lab to SON Clinical Compliance Coordinator (mgray7@clemson.edu)

_____ **Copy of Federal Background check (www.srandi.com) - Date completed:** _____

_____ **Hep B** Immunization-series of 3 **OR** Titer-if over 5yrs, need another, if negative - need booster)
Immunization dates:_____,_____,_____
OR Titer date: _____

_____ **Td/Tdap** (Tetanus/Diphtheria/Pertussis)*if last dose is over 2yrs, Tdap is recommended; Otherwise, must be within the last 10 years. **Immunization date:**_____

_____ **MMR** (measles, mumps, rubella - submit 1x - series of 2 on or aft 1yrBD)
Immunization dates:_____,_____ **or Titer date:** _____

_____ **Varicella/ Chicken pox** (2 dose immunization **or** positive titer. ***Having disease is not acceptible***)
Immunization dates:_____, _____ or **Titer date:** _____

_____ **Copy of HIPAA/Bloodborne training certificates** (from employer)

_____ **Copy of Health Insurance** (must be current at all times)

Submit on Admission and as Expires:

_____ **PPD Submit Yearly** (T-Spot/TB) – May submit a two-step test (2 placements & 2 readings); **OR** the last 2 yrly tests, plus the two step test prior to these; **OR** Quantiferon or T-Spot drawn w/in the last year; **OR** if have a positive test, must submit a Chest X-Ray. Must submit a Chest X-ray thereafter, w/in 6 months of a clinical rotation.

_____ **FLU immunization Submit Yearly by Nov. 1st**

_____ **CPR** (Must be AHA-Health Care Provider – 1 person/2 person, infant, child, choking & AED. "Community CPR" OR "Heart Saver CPR" are NOT ACCEPTABLE. No online CPR courses will be accepted without personal skills certification by licensed instructor).

_____ **Liability Insurance -** (Submit policy face page or memorandum stating dates and details of coverage - $1mill/occurrence and $6mill aggregate) **Education & Administration students:** Purchase "Non-Direct Patient Care" rider. Sites normally used by students: https://www.proliability.com/ or www.NSO.com

_____ **RN license - Submit on even years - (www.llr.sc.gov)** Must notify Graduate Coordinator of **any** changes in licensure status immediately.

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

I have made a copy of these Enrollment Requirements for my records.

Signature:_____Date: _____

STUDENT INFORMATION/PERSONAL HEALTH HISTORY

(To be included with enrollment requirements)

Name:_____ CUID: _____

Specialty Option: _____

Address:_____

Home Phone:_____Work Phone: _____

Clemson email:_____@g.clemson.edu; Personal email: _____

Emergency Contact: _____Relationship: _____

Address:_____

Phone: _____

General Health Information

Date of last physical examination: _____

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

Medication:_____ Type reaction:_____

Medication: _____ Type reaction:_____

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

_____Hearing or vision impairment

_____Seizure disorder/fainting spells

_____Acute infection

_____Heart condition

_____Physical limitations

_____Any chronic disease

_____Diabetes

_____Latex allergy

_____Emotional Problems

_____Other (Please specify)_____

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

Name of drug:_____ Frequency of use:_____

Name of drug:_____ Frequency of use:_____

Name of drug:_____ Frequency of use:_____

Name of drug:_____ Frequency of use:_____

Signature:_____Date: _____

Acknowledgement of Clemson University – School of Nursing
Alcohol and Drug Policy and Drug Screening Permission

(To be included with enrollment requirements)

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

Print Name _____

Signature _____

Date _____

Witness Name Printed* _____

Witness Signature _____

Date _____

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

Clemson University School of Nursing
Academic Integrity Statement on Plagiarism

(To be included with enrollment requirements)

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:** _____

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

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

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

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

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

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

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

1. Observable lack of motor coordination without reasonable explanation. Such behavior must be described objectively by the person making such observations;
2. Incoherent speech without reasonable explanation;
3. Inappropriate decision-making behavior without reasonable explanation. This behavior must be described objectively by persons making such observations and must clearly be inappropriate based upon reasonable expectations of students at the same academic level.
4. Odor of alcohol detected from a distance of two feet on breath of student.

Drug and /or Alcohol Abuse Policy Procedure

1. If reasonable suspicion exists that a School of Nursing student has violated any provision of this policy, the faculty member in charge will make arrangements to accompany the student from the area immediately.
    a. In all cases, the student may not participate in any clinical laboratory experience until an appropriate plan of action has been identified.
    b. If incident occurs in classroom, the student will be accompanied to the office of the Program Coordinator, Assistant Director of the School of Nursing or a leadership designee.
    c. If incident occurs in clinical laboratory, the Program Coordinator or designee will be notified by telephone.
    d. The student will be required to immediately have drug testing at their expense.
2. If the student is asked and agrees to submit to a drug/alcohol screen and the test results are negative, the student will be allowed to resume the clinical laboratory experience without penalty. The Dean

will notify the faculty/administrative committee that the matter has been resolved, and no further action is required.

3. Subsequent to an immediate preliminary investigation by the Program Coordinator or designee, the incident will be reported to the Dean, College of Behavioral, Social and Health Sciences. After review by the Dean, one of the following actions will be taken:
    a. The student will be allowed to continue attendance at clinical laboratories without penalty, and no further investigation will take place.
    b. A faculty/administrative committee will be appointed to investigate the incident and the student will be asked to submit to an immediate drug/alcohol screen. (Blood to be drawn in the Nursing Center, and cost of screen to be paid by the SON)
4. If the student is asked and refuses to submit to a drug/alcohol screen, or if the student submits to the screen and the results are positive (on a second retesting after an initial positive), this information will be given the faculty/administrative committee conducting the investigation.
5. After its investigation, the faculty/administrative committee will consult with and make a recommendation for a plan of action to the Dean. The plan of action ultimately decided upon may include, but is not limited to, one or more of the following:
    a. The student may be allowed to resume participation in clinical laboratory experiences.
    b. The student may be required to enroll and successfully complete and approved in-patient and/or out-patient substance abuse program.
    c. The student may be required to repeat any nursing course when a significant portion of the clinical laboratory experience has been missed.
    d. The student may receive a failing grade in any nursing course in which a significant portion of the clinical laboratory experience has been missed.
    e. The student may be barred from further participation in clinical laboratory experiences.

The ultimate decision on a plan of action to be followed will rest with the Dean. Students are reminded that participation in clinical laboratories is necessary to pass clinical nursing courses, and two successive failures of a nursing course will bar a student from repeating the course. Graduate students in nursing will be expected to abide by the policy. Notification of failure to adhere to the policy will be made to the State Board of Nursing for the state in which the student is licensed to practice nursing, if appropriate. **All information related to these procedures will be held in confidence and released only in those instances required by University, School of Nursing and/or appropriate State Board of Nursing policy.**

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

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

Sullivan Center for Nursing and Wellness

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

Computers

Clemson Computing and Information Technology provide a variety of support services. For assistance, contact (864) 656-3494 or visit http://ccit.clemson.edu . Clemson University students are required to have access to a laptop computer that they may be required to bring to class.

Connection to the Clemson University Libraries Catalog & Databases

The library may be accessed at: https://www.clemson.edu/academics/libraries.html. The Library Reference Desk may be contacted at: 864.656.3024. The SON Librarian is Janessa McElfresh (jmcelfr@clemson.edu) and she would be glad to help with your library needs.

Sigma Theta Tau International, Gamma Mu Chapter

Sigma Theta Tau is the international honor society of nursing with chapters at schools and colleges of nursing throughout the United States and the world. Gamma Mu Chapter was installed at Clemson University in the Spring of 1978. Its purposes are those of the international organization:

- to recognize superior achievements;
- to recognize the development of leadership qualities;
- to foster high professional standards;
- to encourage creative work; and
- to strengthen commitment to the ideals and purposes of the profession.

Through the membership, Gamma Mu Chapter works to support the purposes of the society by engaging in activities which are of an educational or scientific nature and by cooperating with other chapters and the international council. At least two program meetings are held during the year, one of which consists of research presentations by nurses.

Membership is an honor, designed to recognize and encourage superior scholarship and leadership. Selection is made from among students in the baccalaureate and graduate programs in nursing, and from among community nurse leaders who hold a minimum of bachelor's degree. Candidates shall be elected from Master's students who:

- Have completed ¼ of the nursing curriculum;
- Achieve academic excellence (at schools where a 4.0 grade point average system is used, this equates to a 3.5 or higher); and
- Meet the expectation of academic integrity.

Invitations are sent to eligible students in January of each year. Upon acceptance and payment of the associated fees, new members are inducted in the Gamma Mu Chapter each spring.

Student Representation

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

- Master's Student Advisory Committee: One graduate student from each level (1st year and 2nd year) and specialty option (FNP,AGNP, Education, Administration).
- Graduate Student Government: Two student Senators will be elected each year.

Graduate students are also encouraged to participate in the **University Graduate Student Association** (GSA) through a representative elected in the fall semester. Regular activities are sponsored by this group with announcements of upcoming activities posted across campus. (http://www.grad.clemson.edu/gsg/)

Lunch and Learn Meetings

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

Section V: Completion of Degree Requirements for Graduation

Due Dates: It is student responsibility to know deadline dates for Graduate School Requirements. They can be found at: https://www.clemson.edu/graduate/students/deadlines.html

The application for Graduation and Diploma Order Online form can be completed only by students who plan to graduate in the next gradation. The GS4 form is maintained by Office of the Registrar. Students obtain this form from the Graduate School (online - Graduate School, "Forms and Procedures, Graduating Forms"). There is a deadline date for filing the GS4 form (see above). Students are responsible for completing and submitting this form by the deadline. For questions or more information, contact Enrolled Services at 864-656-5339.

The Final Oral Examination

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

The Final Examination will ascertain the general knowledge of the candidate relative to the area of study. Six broad and comprehensive questions will be developed by the Committee Chairperson with input from the other committee members and will be available to the candidate up to 72 hours before the scheduled examination. This affords students to rearrange work schedules and family obligations to allow for 72 hours of dedicated time to prepare for the Final Oral Examination. The candidate will choose three questions to answer for the examination (one in each section). Students will be expected to demonstrate: (1) synthesis of current nursing and related theories and application to advanced practice; (2) integration of research process and findings into advanced nursing practice; and (3) synthesis of role specialization into practice.

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

The GS7M (https://www.clemson.edu/graduate/files/pdfs/GS7M.pdf) must be completed (typed) and brought to the Final Oral Examination. The committee will sign upon successful completion and the Chair will submit to the Graduate Student Services Coordinator who will submit to the Graduate School.

See Grading Scale on Next Page

Student Name:_____**Date:** _____

GUIDELINES FOR EVALUATION OF FINAL EXAMINATION

Student is given questions 72 hours in advance with instructions to select one question from each of three sections. The sections are identified related to application of theory, research development/utilization and a third question related to practice or policy. Each answer should include enough depth (detail) for a presentation of approximately 10-15 minutes followed by approximately 5 minutes for faculty questioning for each question. Students are allowed to have note cards but are encouraged to use them sparingly, as presentation should not be read. An outline is recommended. Question rating scale is 0-5.

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

THEORY QUESTION

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge. Presentation is professional.
_____Organization: Ideas are linked in a logical matter. Presentation flows well.
_____Content: Content is accurate and current, with APA reference citations.
_____Synthesis: Critical analysis includes application of theory to practice identifying gaps and recommendations

RESEARCH

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge. Presentation is professional.
_____Organization: Ideas are linked in a logical matter. Presentation flows well.
_____Content: Content is accurate and current, with reference citations.
_____Synthesis: Critical analysis includes application of research to practice identifying gaps and recommendations

PRACTICE/POLICY

_____Delivery: Student demonstrates confidence, depth and breadth of knowledge. Presentation is professional.
_____Organization: Ideas are linked in a logical matter. Presentation flows well.
_____Content: Content is accurate and current, including the relationship of policy and practice with reference citations.
_____Synthesis: Critical analysis identifies gaps and includes recommendations.

OVERALL CANDIDATE RATING

_____Excellent (50-60 points) _____Fair (30-39 points)

_____Good (40-49 points) _____Failure (less than 30 points)

_____
Final Oral Examination Committee Chairperson

SCORING Students must score a minimum of 10 points on each section regardless of the overall score. Candidates scoring in the less than 10 points for any question will be asked to complete a written response to a question in the area(s) as determined by the committee. A due date will be determined by the committee with allowance for two weeks to respond after the written materials are submitted. Candidates will be asked to reschedule their Final Examination 2-4 weeks following the initial examination. Additional coursework may be required at committee's discretion. In most cases, poor performance will delay graduation by one or more semesters. A second failure will result in dismissal from graduate study**.**

A completed summative form will be signed by the Final Oral Examination Committee Chairperson and submitted to the Graduate Program Office in the School of Nursing. Students are to provide faculty with hard copies of slides and reference pages. Student must also provide TYPED GS7M form from the Graduate School at https://www.clemson.edu/graduate/files/pdfs/GS7M.pdf

Plan of Study (GS2 form)

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 Major Advisor and MS Committee. Since each of the Masters of Science in Nursing study options require slightly different coursework (Nurse Practitioner, Clinical Nurse Specialist, Nursing Administration and Nursing Education), this planned program represents the curriculum as recommended by the School of Nursing Advisory committee for this plan of study.

The FNP or AGNP/Education Coordinator will send committee assignments to students during the Fall semester of their first year. Any changes to the committee or Plan of Study require submission of a new GS2 Plan of Study.

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

Once the committee has been selected, and each person has accepted electronically, you will need to submit a new GS2 with the new committee members and your Plan of Study. The Plan of Study is the list of courses or your program (given to you at orientation). http://www.clemson.edu/graduate/students/gs2-hints.html

- **Answers for the form: (Please answer carefully)**
  - **Degree:** MS. (Not MSN)
  - **Focus:** FNP, AGNP, Education (see below) or Admin.
  - **Thesis:** Non-thesis
  - **GS7 or no-GS7:** GS7 required.
  - **Education** add on is a nursing certificate and not degree. So do not list with degree. Only list education if that is your degree.

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

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

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

Transfer Credits

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

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

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

RESIDENCE REQUIREMENTS – Satisfaction of residence requirements for the Master of Arts, Master of Science and Doctor of Philosophy degrees must be given prime consideration when listing the required courses. Please refer to the *Graduate School Announcements* for the details of the residence requirements. Office of Residency: https://www.clemson.edu/financial-aid/residency/

Clinical Research (8310) and Thesis (Nursing 8910)

Advisory Committee for Clinical Research or Thesis

The advisory committee for thesis or Clinical Research consists of two (2) faculty members from the School of Nursing and a third member from outside the School of Nursing. The third 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.

In consultation with your Program Coordinator your Clinical Research/Thesis Committee is chosen. This Committee guides and approves your topic, research design and methodology, and the final paper. Members should be chosen for the contributions which they can make to your research. 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 research is your responsibility. Usually, the first drafts are reviewed by the major advisor who will tell you when they are ready to be shared with the Committee members. As completion of the project nears, it will be helpful 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 Research

Students should check with their advisors about any special requirements regarding preparation of the proposal. All committee members should have input into the initial proposal meeting at least one semester prior to graduation. The graduate student will present the research proposal at the first committee meeting. The graduate student is responsible for making sure that the Committee members receive copies of the proposal well in advance (minimum 2 weeks) of the meeting, for arranging a mutually agreeable time for the meeting, and for reserving a room in conjunction with the Major Advisor. The proposal meeting allows for discussion of the research, clarification of any ambiguous areas, and provides formal direction by the Committee. When the Committee agrees that this is appropriate research, further changes can only be made with approval of all Committee members.

Following Committee approval, the research study involving data collection should be submitted for consideration and approval by the Institutional Review Board for the Protection of Human Subjects in the office of University Research and Economic Development. The instructions and format for this submission should be reviewed with the major advisor. Institutional review approval usually requires a minimum of one month and may be longer if more than one institution is involved. When all necessary approvals have been obtained (including any necessary agency approvals) subjects can be approached for consent and data collection can begin. Note: It is a good idea to gather information about agency requirements for approval near the beginning of the proposal development. These requirements vary widely and some of them require several weeks processing time.

The Defense

Usually, the defense meeting is held only after all committee members have had input into the final research paper. The Graduate School Announcements has information about requesting a formal review if this is necessary. Deadline dates are published for the Final Examination and the review by the Graduate School in the same book and on the website: www.grad.clemson.edu. Preparation of the thesis for defense should be as nearly like the thesis to be submitted as is possible. This means that the thesis approval sheet, title pages, table of contents, acknowledgments, abstract, etc. should be included. The format should meet both American Psychological Association and Clemson University requirements.

Graduate student responsibilities for preparing for the defense are similar to those for the proposal meeting. All members of the committee should have copies of the thesis well in advance and arrange for a mutually convenient date. The defense normally requires one hour. The graduate student is also responsible for bringing the typed GS7M form to the defense and the Final Examinations. The GS7M may be obtained from the Graduate School web page. The thesis approval form, typed on the acceptable bond paper in the thesis final font form, and a black ink pen should also be brought to the thesis meeting so that all needed signatures can be obtained at the time of approval. The Major Advisor will send notifications and arrange for a meeting place.

The purpose of the defense is to have a formal overview of the purpose of the research, what has been accomplished by the research and to approve the Clinical Research or thesis. At this point, the graduate student is the expert in this particular research project and should be ready to discuss any part of it. Preparation includes thinking about the steps that might be taken to continue research related to this topic. The committee will ask questions and give their ideas and responses related to the research. Anticipate being asked to leave the room while the faculty discusses their approval of the paper/thesis. 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). **See Graduate School Announcement for printing and binding cost of final copy of thesis and required copies.**

Graduation and Final Oral Exam Deadlines

Due dates for applying for graduation, ordering the diploma and regalia (cap, gown, tam and tassel), and completion of the final oral examination can be found at:
https://www.clemson.edu/graduate/students/deadlines.html

Application for Graduation and Diploma Order

Due Dates: It is student responsibility to know deadline dates for Graduate School Requirements. They can be found at: https://www.clemson.edu/graduate/students/deadlines.html

The application for Graduation and Diploma Order Online form can be completed only by students who plan to graduate in the next gradation. The GS4 form is maintained by Office of the Registrar. Students obtain this form through IROAR. (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. A student login is required. Contact Enrolled Services at 656-5339 with questions. Form maintained by Office of the Registrar is available through iROAR.

Ordering Regalia

The University sends information on ordering graduation regalia. All students attending nursing convocation and/or graduation will need regalia. See due dates on the Graduate School website:
https://www.clemson.edu/graduate/students/deadlines.html

Master's Thesis

Research activities related to thesis are taken as NURS 8910 credits. A minimum of 6 credit hours are required if choosing the thesis option. Prerequisites: NURS 8040.

Clinical Research (NURS 8310) Syllabus

Research activities related to the non-thesis option are taken as NURS 8310 credits. Three credit hours of NURS 8310 are required. Prerequisite: NURS 8040.

Course Title and Number: Clinical Research Problems (NURS 8310)

Credits: Variable Credits: May repeat for a total of 3 credits

Requisites: Prerequisite: NURS 8040

Catalogue Description: Critical thinking and methodologies of scientific inquiry applied to clinical issues/problems encountered in advanced nursing practice.

Course Objectives: Upon successful completion of this course, the student will:

1. Use the research process to analyze a clinical nursing problem.
2. Submit a written proposal which addresses resolution and a plan for implementation and evaluation.
3. Communicate findings through an oral presentation.
4. Submit manuscript for publication

Topical Outline: The content of the course varies according to the selected area.

Teaching/Learning Strategies:

1. Conferences with faculty and other health personnel.
2. Seminars

Grading Scale: Pass/Fail

Text(s): No text is required for this course. A variety of sources from the professional literature of nursing, medical, social, and biological sciences will be used.

Students must submit the final manuscript for publication to an appropriate peer-reviewed professional journal. A over letter to the journal is required with the final copy. The graduate student is always first author; co-authorship is negotiable with the committee chair and other committee members.

Guidelines for Clinical Research Proposal and Manuscript

Clinical Research:

The Clinical Research is a scholarly paper on a clinical issue or problem, which has significance for nursing practice, education, or administration. The nature of the Clinical Research should be negotiated between the student and committee members.

Clinical Research Proposal:

The Clinical Research proposal is a plan for conducting a systematic literature review related to a Clinical Research or issue. Criteria for the proposal include a statement of the problem, a statement of the paper's purpose, a summary of research, a description of a strategy for identifying relevant evidence for the synthesis, and description of potential journals for publishing the completed manuscript. A copy of journal publication guidelines should be included in the appendix.

Clinical Research Manuscript:

The completed manuscript is a report of the knowledge synthesis of a specific clinical issue/problem. It includes all components of the guidelines described below, including the practice implications and research needed. Appendices should include a copy of the cover letter to the editor of the journal, tables and figures, journal guidelines for manuscripts, and clinical protocols that were developed and described in the manuscript.

Required Format:

The required format is the current APA (Publication Manual of the American Psychological Association) format for manuscript preparation.

Guidelines

Abstract: A 200 word structured abstract summarizing the manuscript. The abstract should follow the format of the journal to which the paper is being submitted.

Problem Statement

- Identify the specific area of concern
- Describe the scope of the problem (e.g., how many people/patients are affected by it).
- Why it is important to study or write an article about the problem.
- How nursing science would be influenced by the study or the article.
- General characteristics of the population of interest.
- The overall goal or aim of the study or article or the question to be answered.

Statement of Purpose

- Provide a clear, delimited description of the topic to be addressed.

Search Strategies

This section refers to the strategies used to identify the relevant evidence for the synthesis.

- Include electronic searches, hand search, and unpublished research.
- Provide detailed information on how the review was constructed.
- Provide criteria for article inclusion or reason for article rejection.
- Provide information about the methods for assessing the evidence.
- List search terms and search limitations (e.g., language and years searched) used to locate studies, databases.

Summary of Research

- The narrative section should focus on the summarized findings, gaps and limitations and on integrating the findings in a meaningful and organized way.
  - Cluster the findings for each theme based on the findings from your critique of clinical and research articles, guidelines or standards, and synthesized reviews.
  - Describe how and/or link the information in part b to the major concept(s)/theme of your literature review.
- Use tables and figures to provide detailed information on each study. Tables should be formatted in portrait orientation.
  - Develop a table of relevant studies that includes the purpose, variables or concepts, methodology, subjects, data analysis, and findings for each study. Note if the article is clinical, an integrated review, research, case report, or theory
- Develop a narrative the summaries the findings in the tables and critiques. Discuss the strengths and weakness of the articles/studies using criteria for substantiated evidence, fit and feasibility.
- Summary of findings, gaps and limitations.

Clinical Implications

- Describes the specific clinical implications that stem from the research.
- Includes decision trees, tables or figures as applicable.
- Includes information from the summary reference that is important to clinicians.

Research Needed

- Identify what is known and not known from the research
- Specify priorities for further research.
- Include suggestions on methods and measures in recommendations as appropriate.

References

Appendices

- Protocols
- Tables and figures
- Journal Publication guidelines
- Cover letter addressed to editor of the targeted journal

Cover Page

List title, authors with titles and affiliations, mailing addresses, phone, email address and fax number. The student should be first author, followed in ranking order by the chair of Clinical Research problem committee and then remaining committee members.

Journal Submission for Publication

The first page of the manuscript should not have names of authors. Utilize author guidelines for the targeted journal to supplement preceding guidelines.

Adapted from the Online Journal of Knowledge Synthesis publication requirements. Approved by the School of Nursing Faculty, 12/13/99 & rev. 8/09.

Guidelines for Thesis Proposal and Thesis

Research activities related to thesis are taken as NURS 8910 credits. A minimum of 6 credit hours are required if choosing the thesis option. Prerequisites: NURS 8040.

Thesis Proposal:
The thesis proposal is a plan for research that includes a table of contents; three chapters (Introduction, Review of the Literature, and Methods and Procedures); and appendices. The proposal is written in future tense according to the guidelines that follow.

Thesis:
The completed thesis is a report of the completed research. It includes all components of the guidelines described below including chapters describing the results of the study and discussion and interpretation of findings. The completed thesis is written in the past tense.

Required Format:
The required format is the current APA (Publication Manual of the American Psychological Association) format which should be used in conjunction with the current version of "Guide for Preparation of Theses and Dissertations" published by the Graduate School.

Thesis Guidelines

Abstract

Chapter One: Introduction

A. Problem: Background and extent of the problem
B. Purpose of the study
C. Research objective, question or hypothesis
This includes variables and their conceptual and operational definitions.
D. Conceptual Framework: Linkage of the study's variables
E. Justification or Significance of the Study

Chapter Two: Review of the Literature

A. Review of relevant theoretical literature, including nursing or other theories
B. Review of relevant research for each of the study's variables
C. Summary is a synthesis of the review of the related literature and research findings including gaps and how this study addresses a gap(s) or issue(s).

Chapter Three: Methods and Procedures

A. Study Design: Design, level of significance
B. Sample
--Criteria for selecting the sample
--Sampling technique
--Sample size, use of power analysis to determine sample size (if applicable)
--If subjects are divided into groups, describe method of assignment and the number groups
--Describe protection of subject rights and process of informed consent
--If applicable, describe if human subject approval was obtained from clinical agencies, organization, etc.
C. Setting
--Describe the setting
--Omit agency names unless permission is granted

D. Instruments

--Describe each instrument and/or interview

--The description of each instrument should include the following information:

- Use in previous research, including the frequency
- Previously published reliability and validity
- Plans to establish reliability and validity for the current study
- Accuracy, precision, selectivity
- Psychological measures: sensitivity, sources of error

E. Data Collection

--Describe data collection process, including who will collect the data and the experience and training of the data collectors

--Describe precautions taken to ensure consistency if more than one person collects data

--Describe the frequency of measures obtained and include a timetable for data collection and description of the duration for the study

F. Data Management and Data Analysis: Describe coding of variables and data recording forms and the statistical procedures that will be used for each research question, objective, or hypothesis.

--Describe the statistical package that will be used

G. Extraneous Variables: Discussion related to extraneous variables

H. Limitations of Study: Describe the threats to internal and external validity and other limitations.

Chapter IV: Results (presentation of findings)

A. Present descriptive of the sample and relevant variables (include tables if appropriate).

B. Present the data and describe the findings in relation to each research objective, question, or hypothesis; include tables of the findings.

Chapter V: Discussion and Conclusions

A. This section should include an analysis of results and an interpretation of the study's findings. Describe the implications of the study's findings for nursing practice and research. Discuss recommendations for future research.

References

Appendices

Letters of Review and Human Subjects Approval

Copies of Instruments and Recording Form

Preamble for the Study and Informed Consent

Adapted from the Online Journal of Knowledge Synthesis publication requirements. Approved by the School of Nursing Faculty, 12/13/99 & rev. 8/09.

Master's Excellence Award

Given annually to one outstanding student graduating with a Master of Science, Major in Nursing (from all specialty options) who has demonstrated two of the following three:

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

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

Master's Achievement Awards

Faculty will nominate and select (through anonymous vote) one master's student from each specialty option for the Master's Achievement award based on the criteria above.

Nursing Professional Convocation

At the time of graduation, the School of Nursing holds a Professional Convocation to honor its graduates and to welcome new graduates into the profession. Students completing the Master of Science degree with a major in Nursing will receive their master's hoods as part of the ceremony (hoods can be purchased through the Clemson University Bookstore online). 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.

Tips for Working with Faculty

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

Here are some tips for developing a rapport with the graduate level faculty:

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

Section VI: Clinical Information and Procedures

Every student must complete a Prisma application by the due date so you may be considered for placement at Prisma Health.
(Do so even if you have a preceptor as plans change!)

Policy for Use of Personal Digital Devices in the Clinical Area

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

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

Personal Digital Device Infection Control

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

Summary

- Protected Health Information (PHI) **cannot** be entered into the digital device. All patient related information is protected.
- Phones must be in vibration 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).

Licensure and Multi-State Registered Nurse Licensure

All students must maintain an active, unencumbered nursing license throughout the program. Students are responsible for notifying the Graduate Coordinators of any sanctions, disciplinary actions, pending actions, suspensions, or other changes to licensure status immediately. Failure to do so will be considered an Academic Integrity violation and will result in further disciplinary action and possibly expulsion from the program.

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. See http://www.llr.state.sc.us/pol/nursing for instructions.

Clinical Preceptors

Selecting, contacting and securing preceptors is an important part of graduate education. It provides students with the opportunity to become familiar with practice resources and opportunities in the community and hone interviewing skills. Faculty will assist with clinical placements as needed.

Preparation is key! Review the information about a potential preceptor on their webpage or their healthcare institution (hospital) affiliate. **Preceptors may be MD, DO, NP, or CNM and must have a minimum of 1 year of practice experience. Physician's Assistants (PA's) may not serve as preceptors.**

Students are responsible to report to the lead faculty any clinical site that does not provide an effective, hands-on, interactive learning experience which includes assessment, diagnosis, and clinical management of patients or if student feels uncomfortable in the setting. Students may be in clinical observational sites except those approved by the faculty.

Students **may not** start clinical before the Clemson University first day of classes. Students are not covered under their liability insurance unless in an active clinical course. Between official starts of class are not considered enrollment. Students must complete clinical hours by Friday 5pm the week prior to the date that grades are due each semester to allow for grade calculations and reporting. See the current Academic Calendar (http://www.registrar.clemson.edu/html/Acad_Cal.htm) for dates. Students not completing clinical hours one week prior to grade posting dates may be given an "incomplete" for the course. Incomplete grades calculate into the GPA as an "F" until completed. Incomplete grades must be completed before the start of the next course. Any deviation from this policy must be approved by the course faculty.

Clinical and Simulation Laboratory Dress Code

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

Clinical Dress Code:

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. It is to be placed in the Clemson ID badge holder for this purpose. One will be provided by the School of Nursing.
4. A School of Nursing patch should be purchased from the Student Nurses' Association (in the Nursing Suite) and must be placed either on the chest or upper arm of the lab coat.
5. Wrist watches with a second hand, and professional pins (ex. Sigma Theta Tau) are permitted. Jewelry, other than wedding bands and one pair of pierced earrings (posts only) in *ears only,* should not be worn.
6. Unprofessional appearance and dress are not permitted and includes, but is not limited to: body odor, non-human hair colors on visible areas of head/face/body, visible tattoos, body jewelry (other than 1-2 earrings/ear) or other decorative/self-injury marks, shorts, capri pants/leggings, yoga pants, gym pants, denim blue jeans, tee shirts, plunging necklines, undergarments visible through outer garments (thong underwear), athletic shoes, flip flops/sandals, pictures/drawings/writing on clothing and any other prohibitions which are imposed by the faculty or the agency. No visible midriff, gluteal crease, or excessive cleavage. Be aware that you will be bending and stooping in the clinical setting.

Preceptor Requests for Affiliates of

Prisma Health

Starting with the Spring 2021 semester, eligible graduate nursing students will now be responsible for securing their own Prisma Health preceptors here in the Upstate and submitting their placement request for approval and processing through the Independent Student Request portal found here: https://hsc.ghs.org/education/student-affairs/requesting-an-experience/.

Prisma Health Nurse Practitioners, serving as a preceptor, must have held their APRN license for a minimum of 2 years and have approval from their supervisor to serve as a graduate nursing student preceptor.

No student may be in a clinical placement within the Prisma Health Clinical Learning Environment until their placement has been approved by Prisma Health and the student has completed the required Prisma Health student clearance process in myClinicalExchange (student clearance database).

This new process does not include the Clemson University ANEW grant students. In collaboration with Prisma Health, these placements will continue to be facilitated by Nursing Academics each semester.

Bon Secours St. Francis

Students who are BSSF employees should contact Mrs. Noreen Bachman, Educational Liaison- Graduate Studies to inform her of their need for clinical placement. Office: (864) 255-1856. Email: noreen_bachman@bshsi.org
Please do not contact a BSSFHS practice or provider for a clinical placement. Priority is given to current BSSFHS employees.

AnMed Health

Only AnMed Health employees and students from our local partners (Anderson University and Clemson University) will be considered for placement." Students should contact Ms. Cynthia Wurst at AnMed Health Physician's Network Services to inform her of the need for clinical placement. Office: 864-512-3896; Email: Cynthia.Wurst@anmedhealth.org.

Spartanburg Regional Medical Center

All clinical requests should come through the Corporate Education Department. Cynthia Rice is the liaison for all nursing students. You may contact her at crice@srhs.com or 864-560-6549.

New Horizons

Submit packet found on the Program Canvas Page or see Missy Gray to get packet. Must submit the first two pages to New Horizons.

Other Clinical Sites

Clinical requirements may vary by site. If a new contract is required, the process takes 1-2 months to complete so students should submit the information early. See Graduate Student Services Coordinator for assistance.

CVS MinuteClinic

To apply:

- Go to.minuteclinic.com
- Click on Careers
- Click on College Students
- Complete application

Semesters	Application portal opens for the month of:	Applicants interviewed in:	Students notified of placement no later than 1st week of:
Spring (January-April)	August	September	October
Summer (May-August)	December	January	February
Fall (September-December)	April	May	June

Contact: Amy Waggoner, MSN, FNP-BC, Senior Manager, College Relations. Amy.waggoner@cvshealth.com

Section VII: Documentation Requirements for Clinical Management Courses

Clemson University School of Nursing - Preceptor Agreement

MS Student Handbook 2020-2021

Student Information

Student Name_____Course #_____Semester_____

(Cell)_____(Email)_____

I attest that my S.C. nursing license is in good standing and that all required clinical documentation has been submitted to the School of nursing and is current. I agree to immediately report any changes to my licensure status to the Program Director.

Student Signature:_____Date: _____

Preceptor should be given Preceptor Handbook/Guide

Practice or Agency Information

Please print clearly. We need this information to mail your certificate.

Name: _____ Phone: _____

Hospital Affiliation: _____

Full Mailing Address: _____

Administrator's Signature (if applicable) : _____

Preceptor's Information

Name (print):_____Credentials: _____

State License Number: _____ Board Certification: _____

Email: _____

Is this your 1st time precepting a Clemson University APRN student? Yes ___No___
(If Yes, please submit a current resume/CV)

Verification of Preceptor's Responsibility & Eligibility to Precept

I attest that my S.C. license is in good standing. I have had an opportunity to review the clinical course objectives and the personal objectives of the advanced practice nursing (APRN) student. I understand my responsibility to the APRN student and retain responsibility for overall patient care. ***I also attest that I have been in practice for a minimum of one year post-graduation (required by the State of SC).***

Preceptor Signature:_____Date_____

Student: Return original to your lead faculty.
Preceptor & student should retain one copy for their records

NURS 8190/8191: Developing Family Nursing

(Women's Health)

Preceptor Qualifications: Minimum 90 Clinical Hours
Clinical preceptors must be one of the following: OB/GYN (MD or DO), Nurse Practitioner (FNP, WHNP either with Master's Degree or higher), Certified Nurse Midwife (CNM with Master's Degree or higher)

Practice Qualifications:
OB/GYN Practice, Birth Center, Family Planning Clinic, STD Clinic, Health Department
If practice has a specific focus (mainly OB, or mainly GYN) go ahead and sign up and we can help to find additional hours in the alternate specialty.

If you find hours in a specialty practice (i.e.-fertility, maternal fetal medicine), you will only be allowed to do a maximum of 16 hours in this type of practice since our course focuses on health promotion and assessment.
If your preceptor works out of a non-traditional site (i.e. Family Practice office) that sees patients other than women, or women with problems other than GYN or OB related issues, you can only count those patients/time spent with the patient on issues that relate specifically to this course

See criteria below for non-traditional sites:

- The patient must be FEMALE
- Only the actual hours spent with the female patient with a female complaint can be counted towards your 8190 clinical experience.
- The hours cannot be counted for 2 clinical courses (no double counting)
- Chief complaint must be one you will be studying in 8190 (refer to syllabus and course outline): acceptable examples include contraception, pelvic exams, breast health, menopause; examples not acceptable include bronchitis, sinus infections, gastritis etc.

Classroom Topics

- Reproductive Basics (Women's Health History, Risk Assessment-FRAX, CV, BrCA, preconception, WiseWoman, ASCCP, ACR Birads)
- Microscopy-wet mount, STI, Reproductive Endocrinology, Amenorrhea, Androgen excess, Ovarian Dysmetabolic Syndrome
- Contraception-BCM's, LARC, Menstrual Migraines, Menopause-Natural, surgical, premature, HT, Cardiovascular-Cardiac Dysmetabolic Syndrome
- Obstetrics-Normal changes, common complaints, risk assessments, tests, follow up, newborn. Obstetric Complications, Advanced Gynecology-abnormal uterine bleeding, endometriosis, sexual dysfunction, Infertility-assisted reproduction.
- Oncology, Breast health-breastfeeding, mastitis, cancer, Pelvic health-vulvar, vaginal, cervical and uterine cancers, Gestational trophoblastic disorders, therapeutic procedures.
- Contemporary Issues-Legal issues/Women's rights-Abortion, Intimate Partner Violence, Ethics, Eating Disorders, Psychology-Postpartum Depression, Premenstral Syndrome, Premenstral Dysphoric Disorder

NURS 8200: Child and Adolescent

(Peds)

Preceptor Qualifications: Minimum 90 Clinical Hours.
Clinical preceptors must be one of the following: Nurse Practitioner (PNP or FNP with a Master's Degree or higher), Pediatrician or Family Medicine (MD or DO).

Practice Qualifications:
The course focuses on the primary care of children and adolescents. Therefore, clinical sites should be in a pediatric primary care office (a pediatric office that provides well-child care and immunizations), preferably with a Master's prepared nurse practitioner. A pediatrician is also an acceptable preceptor. Half of the clinical hours can be in an Acute Care OR Pediatric Sub-Specialty. Acute care practices such as Minute Clinic or a Pediatric ER are acceptable for approximately 50% (45 hours) of the clinical hours. A pediatric specialty clinic (ex: pediatric cardiology, pediatric orthopedics, pediatric neurology, pediatric GI) is not an acceptable clinical site for the majority of the clinical hours.

A signed preceptor agreement must be submitted before student begins clinical hours.

***List your name and provide the preceptor information in full."**

NURS 8210/8211: Adult Nursing

Preceptor Qualifications: Minimum 90 Clinical Hours (3 hours will be designated as simulation but count toward the minimum 90 hours required)
Clinical preceptors must be one of the following: Family Practice MD or DO, Family Nurse Practitioner (FNP Degree or higher).

Practice Qualifications:
Primary Care, Internal Medicine, Free Clinics, Minute Clinics, Urgent Care Centers, Fast Track ED.

Classroom Topics

- Typhon Overview, Role of the NP, Presenting a case.
- Oropharnyx Disorders: Dental abscess, Diseases of salivary glands, Epiglottitis, Oral infections, Parotitis, Peritonsillar abscess, Pharyngitis & Tonsillitis.
- Ear Disorders: Auricular disorders, Cerumen impaction, Cholesteatoma, Impaired hearing, Inner ear disturbances, Otitis externa, Otitis media, TM perforation.
- Pulmonary: Bronchitis, Asthma, Noncardiac Chest pain, Dyspnea, Hemoptysis, Pleural Effusions, Pleurisy, Pneumonia, Pneumothroax.
- Neurologic: Neuropsychological Examination, Bell's Palsy, CVAs, Delirium, Dizziness & Vertigo, Headache, Infections of CNS, MS, Seizures, Trigeminal neuralgia.
- Gastrointestinal: Abdominal pain & infections, Anorectal complaints, Cholelithiasis & cholecystitis, Constipation, Diarrhea, Diverticular disease, GI hemorrhage, Nausea & Vomiting, Dysphagia, Pancreatitis, Peptic Ulcer disease.
- Musculoskeletal & Arthritic Disorders: Ankle & foot pain, Bursitis, Elbow pain, Gout, Hand & wrist pain, Hip pain, Infectious arthritis, Knee pain, Low back pain, Neck pain, OA, Osteomyelitis, Shoulder pain, & Sprain, strains, & fractures
- Cardiovascular: Cardiac Diagnostic Testing, Abdominal Aortic Aneurysm, Cardiac Arrhythmias, Carotid Artery Disease, Chest pain, Infective endocarditis, Heart failure, Myocarditis, HTN, Peripheral arterial insufficiency, Valvular Heart Disease & Cardiac Murmurs.
- Skin Disorders: Examination of the Skin, Principles of Dermatologic therapy, Acne Vulgaris, Alopecia, Animal & Human bites, Burns (minor), Cellulitis, Contact Dermatitis, Cutaneous Herpes, Dermatitis Medicamentosa, Atopic Dermatitis, Fungal Infections, Herpes Zoster, Pruritus, Purpura, Scabies, Warts, Urticaria
- Nose Disorders: Epistaxis, Nasal Trauma, Rhinitis, Sinusitis
- Eye Disorders: Evaluation of eyes, Chalazion, Hordeolum, & Blepharitis, Conjunctivitis, Corneal surface defects, Orbital & periorbital cellulitis, Traumatic ocular disorders.
- Genitourinary Disorders: Male sexual dysfunction, Hypokalemia & Hyperkalemia, Incontinence, UTIs, Prostate disorders, Proteinuria & Hematuria, Obstructive Uropathies & Tumors, Urinary Calculi
- Infectious Diseases: Fever, Influenza, Infectious, Diarrhea, Infectious Mononucleosis, Tick-Borne Illnesses

NURS 8220/8221: Gerontology Nursing

Minimum 90 Clinical Hours. Clinical preceptors must be one of the following: MD, DO, NP

What are the clinical requirements for this course?
There are 90 clinical hours required in Nursing 8220. The course focuses on care of the elderly (over 60 years) and chronic conditions that affect elders.

What clinical sites are appropriate?
Clinical sites should have a large population of elderly clients. Family practice settings with an established population of elderly clients, geriatric practices, internal medicine sites, nursing homes, retirement facilities, and assisted living facilities are appropriate clinical sites. Precepting in the hospital with a hospitalist is not an appropriate site for this experience.

What should I do after I identify a potential preceptor?
Once you identify a potential preceptor, have some discussion about the focus of the course, your goals for your experience, and what will be expected of you. Preceptors should allow you to take the lead in the history taking and preliminary evaluation (with their guidance). Experiences where you solely "shadow" a preceptor are not appropriate for this experience.

Can I begin my clinical as soon as I identify a preceptor?
You may not begin your clinical rotation until after our first class and you may not begin until your preceptor agreement has been submitted.

What should I do if I have additional questions?
Please contact the faculty if you have any questions. Please do not wait until the last minute to try to get a preceptor. It is urgent that you start working on this immediately. There are several schools (nursing and medical) with students vying for the same sites.

NURS 8820/8821: Primary Care for Elders

Faculty will provide information on the first day of class. Preferred clinical sites are nursing homes. **Minimum 90 Clinical Hours.**

NURS 8840/8841: Mental Health and Illness of Adults

Minimum 90 Clinical Hours. Clinical preceptors must be one of the following: MD, DO, NP

Course Description: Psychosocial, developmental, spiritual and cultural theories and concepts synthesized and applied to the analysis of mental health and illness in adulthood. Roles and functions of advanced practice nurses in promoting the mental health of individuals and their families are examined. Clinical practice in the community is incorporated.

Classroom:

- Hybrid course
  - Lectures will be delivered in an online format with voiceover
  - Orientation will be held in the classroom
    - Syllabus and classroom requirements will be discussed during orientation
  - All exams will be proctored and held in the classroom

Clinical:

- **90 total clinical hours required**
  - 45 hours will be completed with the preceptor you are using for your adult course (NURS 8210)
    - *These 45 hours are not part of the required hours for NURS 8210, but 45 additional hours.*
    - *When you are completing the 45 hours for 884 in the primary care setting, your focus will be on seeing patients that are there for their mental illness or those who have a history of mental illness.*
    - *If you are not enrolled in NURS 821, the 45 hours can be completed with the preceptor of your choice in a primary care setting.*
  - The remaining 45 hours completed will be by shadowing a variety of mental health providers in various settings including, but not limited to, outpatient mental health clinics, inpatient psychiatric hospitals, and assisted livings.
    - Arrangements for this will be made by the 884 faculty.

NURS 8230: Nurse Practitioner Practicum

Minimum 270 Clinical Hours. Clinical preceptors must be one of the following: MD, DO, NP

Family Nurse Practitioner Students:

1. The practicum (6 credits 0,18) involves 18 hours per week over a 15-week period. One hour is allotted to the seminar component. Two eight hour days /week are recommended with two additional days during the semester (approximately 15 hours) allotted for a supplemental experience (e.g. ophthalmology, sports medicine, radiology, orthopedics, ENT, cardiology). **Any experience, including observation, in an agency (hospital or health department) must be preceded by agency approval**.

2. The sixteen hours (2 days per week) should be spent with your primary preceptor. Any time you wish to count with anyone else must be approved in advance. FNP students who select an internal medicine specialist as a preceptor will be expected to arrange 5 days (40 hours) in a pediatric office for management of children. Students who have not completed a rotation with a nurse practitioner preceptor should select a NP preceptor or a physician preceptor with a NP in the practice. Any practice other than general internal medicine or family practice must be approved in advance by the faculty.

3. **Latino Clinic** The clinical experience requirement for spring semester includes a minimum of one day at the Hispanic Clinic in Walhalla. This clinical site exists to assist with care of this community and in large part is offered to enrich the clinical experience for advanced practice graduate students. This should be your second experience at this clinic to allow for more autonomy on your part. The experience offers a variety of unique opportunities including: NP managed clinic, Independent decision making influenced by remote resources, Collaborative efforts with other health disciplines and community involvement and Holistic approach with aspects of complementary health management

4. **Preceptor vacation/illness.** You may schedule an additional day over several weeks to account for preceptor unavailability (vacation/illness), however you may not "book" extra hours to complete the practicum more than one week before the semester is over.

5. A schedule for your clinical days should be submitted at the first class meeting. A revised schedule may be submitted if changes occur.

6. The faculty may need to meet with you during the site visit. We will be evaluating your care for one client via direct observation each visit. For the initial visit, please be prepared with the following:

A. Review of course logs from your prior clinical courses/ clinical notes to determine any primary care deficit areas. Use Clinical Guidelines (text) to evaluate practice sites. Evaluation of current practice sites (top 4 in each of the 4 areas):
    a. Most common (1) acute and (2) chronic problems encountered
    b. Most common (3) pediatric and (4) adult problems encountered
B. Ideas about the incorporation of health promotion into the practice in addition to teaching/counseling included in office visits
C. Evidence based practice assignment -see 1st class handout for details
D. As an advanced nursing practice provider, your practice should be theory based, begin thinking about the appropriate theory (theories) for your practice.

Observational experiences are limited to the first day in your clinical setting and your specialty practice days (15 total hours) unless you are observing a specialty procedure for the first time.
During the practicum you should be meeting the patient, completing the full assessment, determining differential diagnoses with a preliminary plan of treatment including any recommended diagnostic tests. This should all be summarized for your preceptor. Be sure that your preceptor also sees the patient, completing partial exam as appropriate for preliminary diagnoses.

This is your final practicum to prepare you for advanced practice. Be sure you are allotting time to review references regarding cases you have seen at the end of your clinical days. The time you invest this semester will increase your confidence and competence as an APRN/FNP.

Adult/Gerontology Nurse Practitioner Students:

1. The practicum (6 credits 0,18) involves 18 hours per week over a 15-week period. One hour is allotted to the seminar component. Two eight hour days /week (16 hours) are recommended for clinical practice for the 15-week semester. Two additional days during the semester (approximately 15 hours) are allotted for a supplemental experience, typically observation only (e.g. ophthalmology, sports medicine, radiology, orthopedics, ENT, cardiology). **Any experience, including observation, in an agency (hospital or health department) must be preceded by agency approval**.

2. The clinical practice hours should be spent with your primary preceptor. These are 'hands on' when you take increasing. Any time you wish to count with anyone else must be approved in advance. Students who have not completed a rotation with a nurse practitioner preceptor should select a NP preceptor or a physician preceptor with a NP in the practice.

3. **Latino Clinic** The clinical experience requirement for spring semester includes a minimum of one day at the Hispanic Clinic in Walhalla. This clinical site exists to assist with care of this community and in large part is offered to enrich the clinical experience for advanced practice graduate students. This should be your second experience at this clinic to allow for more autonomy on your part. The experience offers a variety of unique opportunities including: NP managed clinic, Independent decision making influenced by remote resources, Collaborative efforts with other health disciplines and community involvement and Holistic approach with aspects of complementary health management

4. **Preceptor vacation/illness.** You may schedule an additional day over several weeks to account for preceptor unavailability (vacation/illness), however you may not "book" extra hours to complete the practicum more than one week before the semester is over.

5. A schedule for your clinical days should be submitted at the first class meeting. A revised schedule may be submitted if changes occur.

6. The faculty may need to meet with you during the site visit, to evaluate your care for one client via direct observation each visit. If necessary, for the initial visit, please be prepared with the following:

A. Review of course logs from your prior clinical courses/ clinical notes to determine any primary care deficit areas. Use Clinical Guidelines (text) to evaluate practice sites. Evaluation of current practice sites (top 4 in each of the 4 areas):
    a. Most common (1) acute and (2) chronic problems encountered
    b. Most common (3) adult problems encountered

B. Ideas about the incorporation of health promotion into the practice in addition to teaching/counseling included in office visits
C. Evidence based practice assignment -see handout presented in first class meeting for details
D. As an advanced nursing practice provider, your practice should be theory based, begin thinking about the appropriate theory (theories) for your practice.

   Observational experiences are limited to the first day in your clinical setting and your specialty practice days (15 total hours) unless you are observing a specialty procedure for the first time.

During the practicum you should be meeting the patient, completing the full assessment, determining differential diagnoses with a preliminary plan of treatment including any recommended diagnostic tests. This should all be summarized for your preceptor. Be sure that your preceptor also sees the patient, completing partial exam as appropriate for preliminary diagnoses.

This is your final practicum to prepare you for advanced practice. Be sure you are allotting time to review references regarding cases you have seen at the end of your clinical days. The time you invest this semester will increase your confidence and competence as an APRN/AGNP.

Education Specialty Option Lab Experiences

Education students will meet with faculty for course requirements.

Typhon

Typhon is a requirement for the clinical portion of all clinical labs. Typhon is the system used by The School of Nursing to verify that students have met the requirements for the clinical portion of a course. Typhon is also used to clear students to take the national certification examinations. Failure to submit the completed Typhon logs by the due dates will result in an **unsuccessful grade** for the clinical portion of the course. **An unsuccessful grade will require a student to repeat the entire course and not being able to progress to the next semester. All Typhon logs are due by the Friday before grades are due at 5pm to be counted for the semester. The faculty must have time to grade them and post grades to iRoar by the due date.**

Typhon has a **30-day lockout**. If a student does not complete logs within the 30-day period, hours will not count and must be repeated. The 30 day lock-out will not be extended for those missing the deadline. Expedient documentation is required in a practice. Otherwise, the facility is not paid by the insurance company and there is a loss of revenue. Loss of revenue means loss of jobs!

If a preceptor or clinical site is not found in Typhon, students may follow the directions below:

- Complete preceptor request in Typhon.
- When looking at the drop down list of preceptors in Typhon, students will need to click request addition next to the drop menu. This will allow the student to fill in the required information. Students will receive an email when their preceptor is added.
- Students may not request a preceptor or site to be added unless they have submitted the Preceptor Agreement to their lead faculty. This will be confirmed before the preceptor or site is added.
- Have patience as the preceptor information is not automatically entered. All are aware of the 30 day lock-out so don't wait until the last minute to submit this request.

Typhon Tracking Logs - Information and FAQs

All hours need to be logged in the shift hours. These are the hours at the clinic whether seeing a patient, charting, discussing cases with preceptor, or completing other activities. Logs should then indicate number of simulation and observation hours. See course syllabi for required minimum clinical shifts hours (90- 270/course). Course required hours totaling a minimum of 675 hours must be completed before being cleared for graduation. Simulation and observation hours are included in the shift hours. All patients seen during the clinical rotation should be correlated with a Typhon case entry.

1. **Is Typhon Database log required in each clinical course?**
   Yes. The following clinical courses require TYPHON – N8210, N8190, N8200, N8220, and N8230.

2. **What is the URL for the LOGIN screen?**
   https://www3.typhongroup.net/np/data/login.asp?facility=

3. **What is the Account Number for Student Data Entry Login?**
   The account number is 3029.

4. **Are the log in user name & password case sensitive?**
   Yes. The user name & passwords are case sensitive.**Which ICD & CPT codes are used in Typhon?**
   2016 ICD-10 & CPT codes are now in use with Typhon. You can also include up to 3 digits after the decimal for ICD-10 codes.

Continued on next page

5. **Do I log my clinical time as well as patient data into Typhon?**
   Yes, you do log your clinical hours (shift hours) into Typhon. You access "My Time Logs" under "Other Activities & Reports."

6. **Is there a blank case worksheet that I can print off and take to clinical?**
   Yes, there is a blank case worksheet that you can print off to take to clinical. Under the Information & Setup Section, you will see Downloads – Blank Case Log Worksheet.

7. **What is the first step I should take if entering a new patient into the system?**
   Go to "1 – Case Log Management" and click on Add New Case Log to start a new patient data entry. After clicking on the link, you will be prompted to select the Date of Encounter – Please use the date of your clinical.

8. **What is the Case ID#?**
   The ID # is a distinct number given to each patient data entry that is logged.

9. **Can I just log in a brief entry of the patient and go back to the Case ID # to complete the rest of the items later?** Yes, you can place some partial information into Typhon and return to the Case ID# to complete documentation. You have 90 days from the index entry to place the remaining information. However, some of the APRN courses require you to document into Typhon weekly. Check the syllabus for individual course requirements.

10. **I do not understand ICD-10 and CPT-Codes well enough to list into Typhon. Is there a resource available in Typhon that would be helpful?**
    Yes, there is a link within the Information & Setup called – Most Common ICD/CPT Codes that breaks down the list into specialties, such as FNP/ACNP/etc. However, the list is still very robust but this is the nature of ICD-10s & CPT Codes. Be patient with yourself and work with your clinical preceptor to become familiar with these codes.

11. **Do I log my simulation deliberate practice hours into Typhon? Do I log my simulation check off into Typhon? Do I log my time with Harvey into Typhon?**
    Yes, you will log your simulation deliberate practice hours into Typhon. No, you do not log the time allotted for simulation check off into Typhon.

12. **How can I delete a case log if I made an error?**
    At the lower right hand side of the Case Log screen, there is "DELETE THIS CASE LOG". Once the faculty member has reviewed your case and approved, you will not be able to delete the case.

13. **What do I add in the Clinical Notes?**
    The Clinical Notes portion of the patient case log will vary by APRN Course. This information is evolving and forthcoming as our program becomes more comfort with the robustness of Typhon.

Clemson University School of Nursing
FNP/AGNP Master's Program
Incomplete Request Form

An incomplete grade may be granted in order to allow students an extended time to complete coursework or clinical hours for extenuating circumstances or inability to secure a clinical preceptor after substantial effort.

All incomplete coursework and/or clinical hours **must be completed before the start of the next regular semester (Fall/Spring).**

The Registrar's Office calculates incomplete grades as a 0 (zero) until the course is completed. It will then show on the transcript as I/Grade. If coursework or clinical hours are not completed, by the start of the next regular semester, the incomplete grade may convert to an "F".

Students who take an incomplete will need to register for N8790: Independent study for any incomplete crossing semesters or occurring over the summer semester. Credit hours will vary from 1-3 depending on amount of time required by Faculty to oversee completion.

Course Number: _____

Student Name Printed:_____Date: _____

Student Signature:_____Date: _____

Faculty Approval:_____Date: _____

FNP or AGNP/Education Program Coordinator Approval:

_____Date: _____

Comments:

List all potential preceptors you contacted who were not available:

Nursing Research

AnMed Health

1. Please contact Andrea Franks, andrea.franks@anmedhealth.org or 864-512-8551 in order to notify the Nursing Research/EBP Council that you have potential project.

2. Schedule time to present project to Research/EBP Council for approval.

3. Upon approval by council, notify Kerri Shiflett, IRB Coordinator, kerri.shiflett@anmedhealth.org or 864-512-3813 that study/project has been approved and is ready to begin IRB process.

4. IRB process and approval

5. Conduct research/project

6. Upon completion of research/project, formal report to BOTH IRB and Nursing Research/EBP Council is required.

Prisma Health

Information on conducting research at Primsa Health can be found at: https://hsc.Prisma Health.org/research/

Section VIII: Additional Resources

Students are expected to know the following information.

These additional resources provide a review of information learned in undergraduate studies

APRN Student Expectations

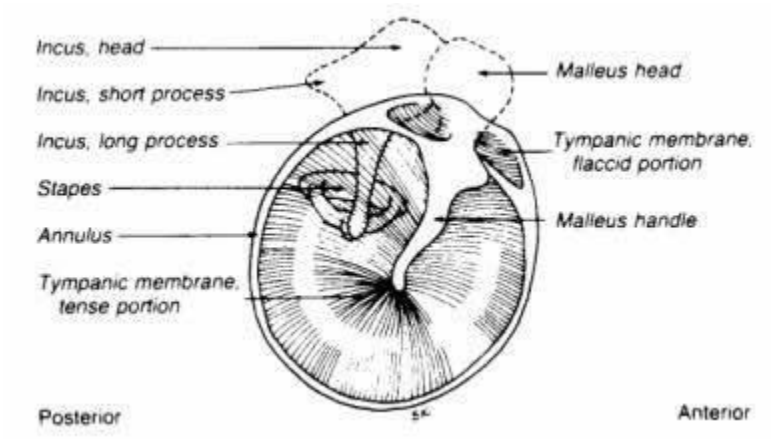
This resource is intended to outline anatomy and diagnostics that you, as a Registered Nurse, should review and know before entering the Clemson University School of Nursing Master's Program. This information should also be reviewed throughout the program to ensure retention. The information in this manual is testable material in all graduate courses. This manual is a supplement to the Graduate Student Handbook and should be used in conjunction with the handbook.

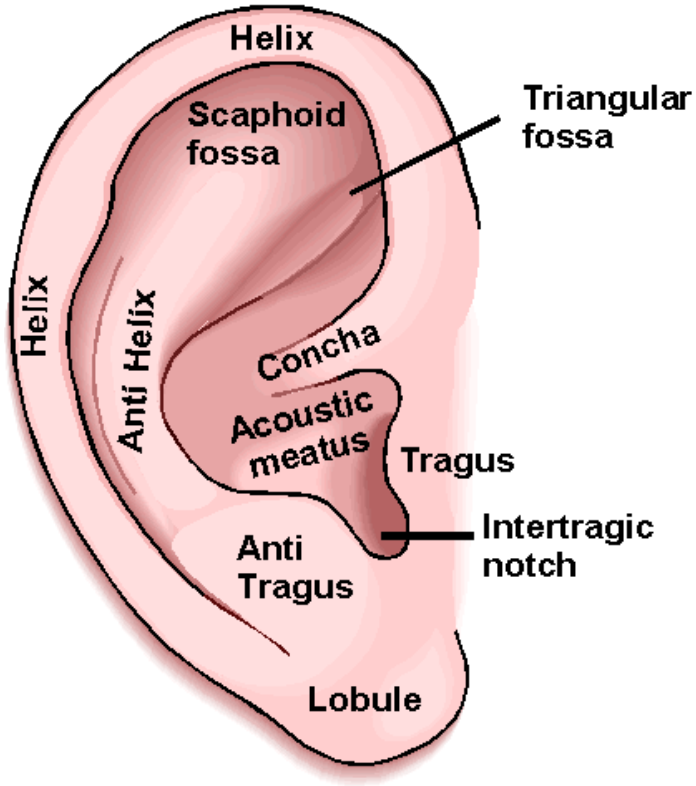
A graduate education offers much more than advancing clinical skills. As an advanced practice nurse with a graduate degree, you need increased critical thinking and communication skills. Advanced practice nurses must be prepared to communicate on behalf of their patients. This could take the form of a letter for a referral or written communication related to their condition or level of disability. You will also have the opportunity to share knowledge with colleagues within the profession as well as interdisciplinary colleagues and the public. Examples include a presentation related to a successful field trial or a publication in a professional newsletter, local newspaper or professional journal as well as a letter to your senator or congressman. Your professional voice needs to be heard. Your graduate coursework will include writing assignments to prepare you for these opportunities as well as tests to prepare you for success on certification exams. Take each assignment seriously as a step toward your preparation for advanced nursing and/or as an advanced practice nurse.

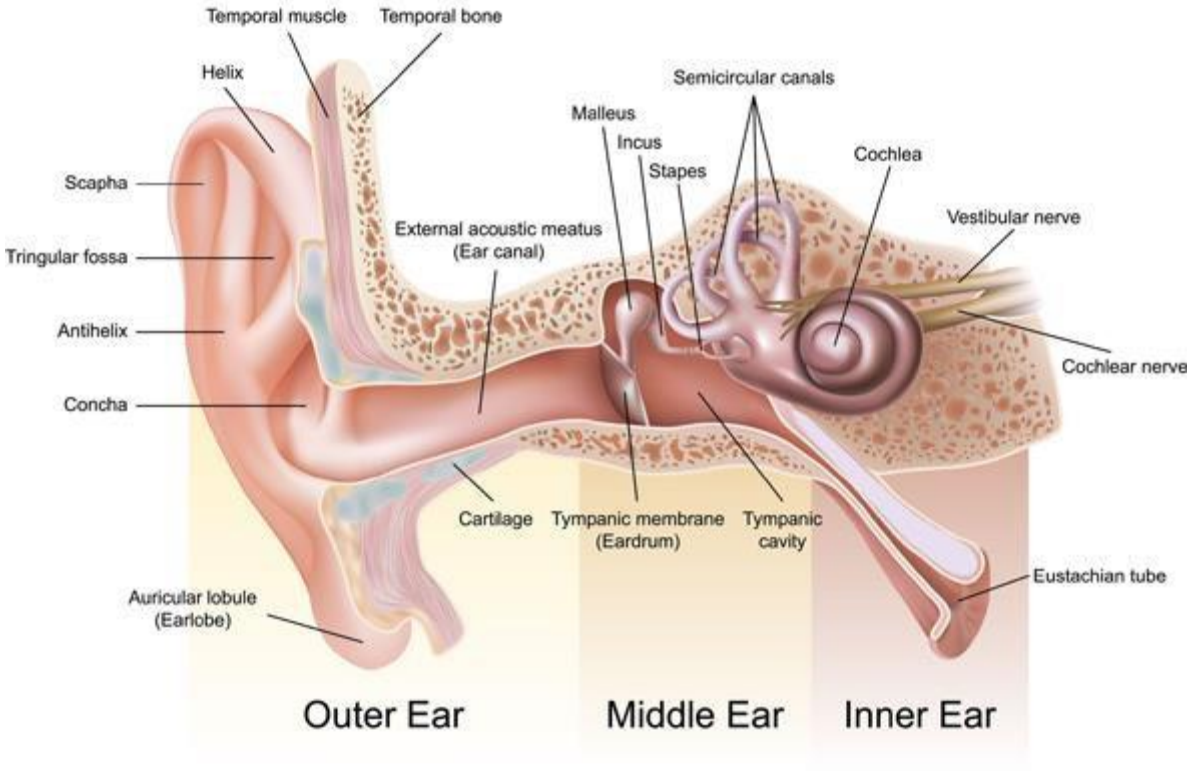
Anatomy

Students should know basic anatomy of the following organs or systems.

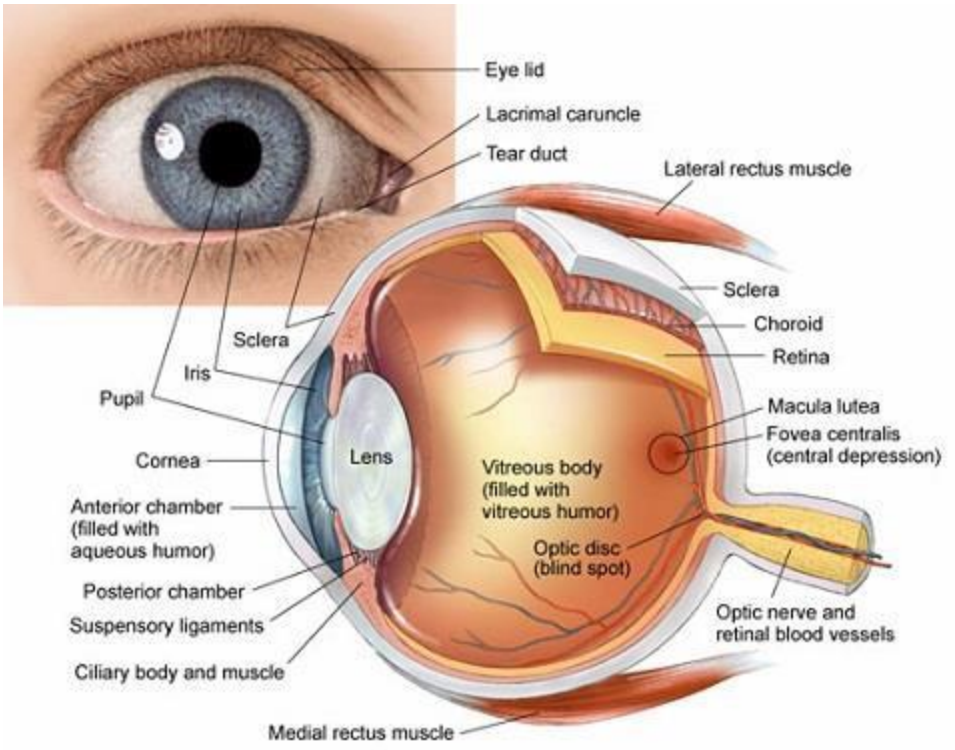
Ear

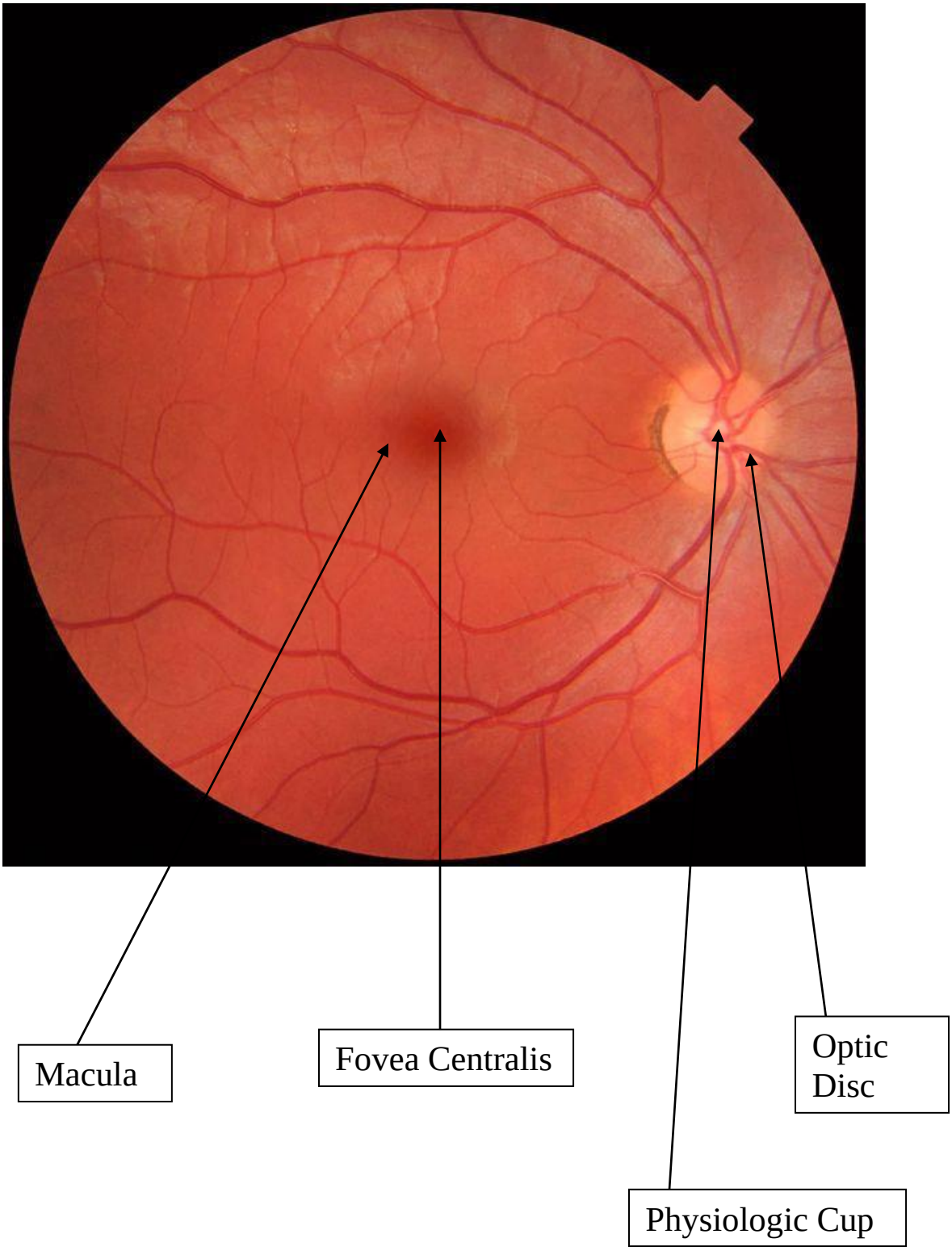




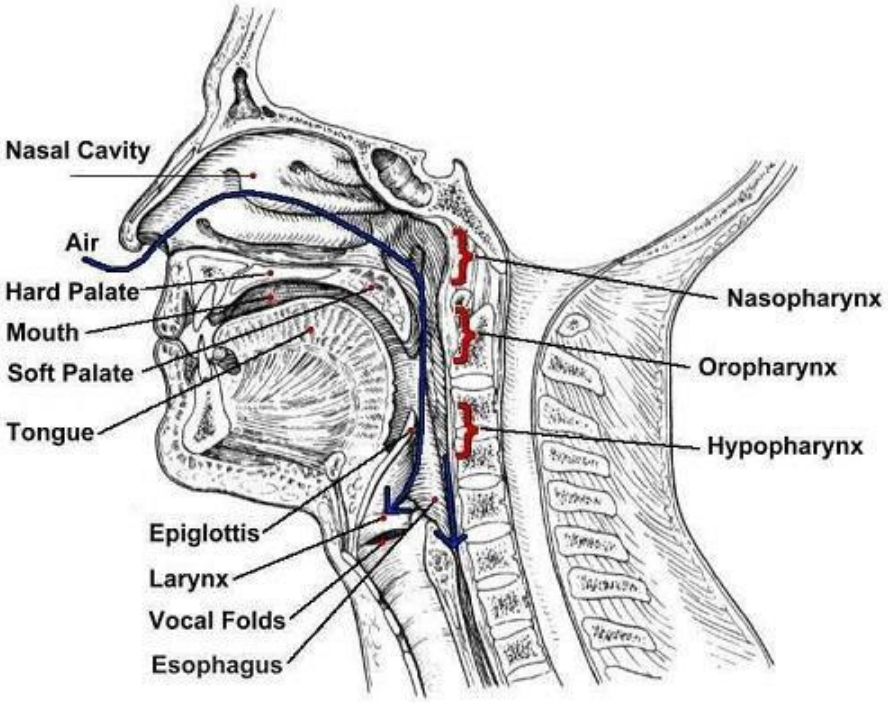

Temporal muscle
Temporal bone
Helix
Semicircular canals
Malleus
Incus
Stapes
Cochlea
Scapha
Vestibular nerve
External acoustic meatus
(Ear canal)
Tringular fossa
Antihelix
Cochlear nerve
Concha
Cartilage
Tympanic membrane
(Eardrum)
Tympanic
cavity
Eustachian tube
Auricular lobule
(Earlobe)
Outer Ear
Middle Ear
Inner Ear

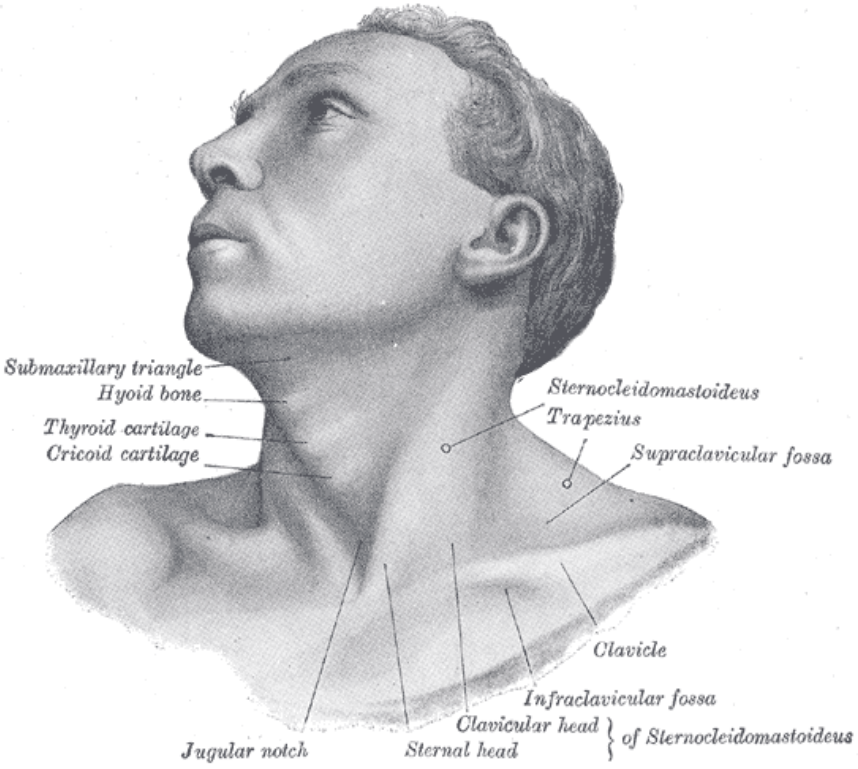
Eye


Eye lid
Lacrimal caruncle
Tear duct
Lateral rectus muscle
Sclera
Choroid
Retina
Sclera
Iris
Pupil
Macula lutea
Fovea centralis
(central depression)
Cornea
Lens
Vitreous body
(filled with
vitreous humor)
Anterior chamber
(filled with
aqueous humor)
Optic disc
(blind spot)
Posterior chamber
Suspensory ligaments
Optic nerve and
retinal blood vessels
Ciliary body and muscle
Medial rectus muscle

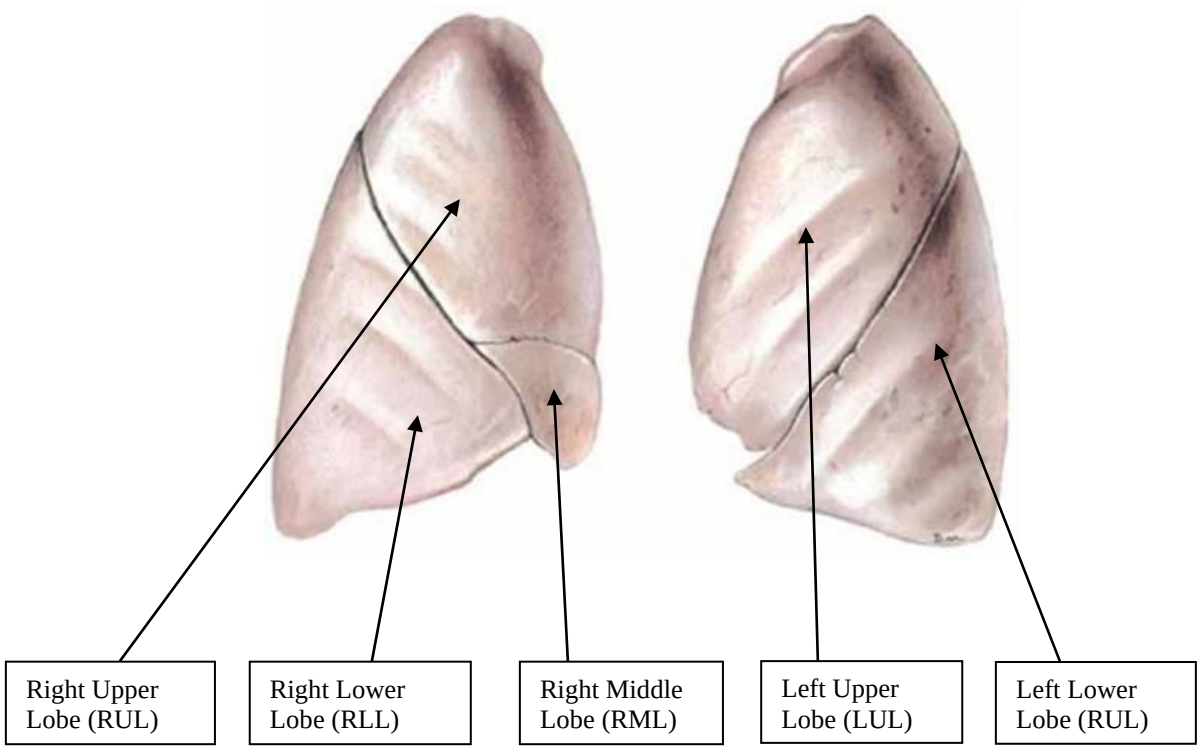

Macula
Fovea Centralis
Optic Disc
Physiologic Cup

Throat

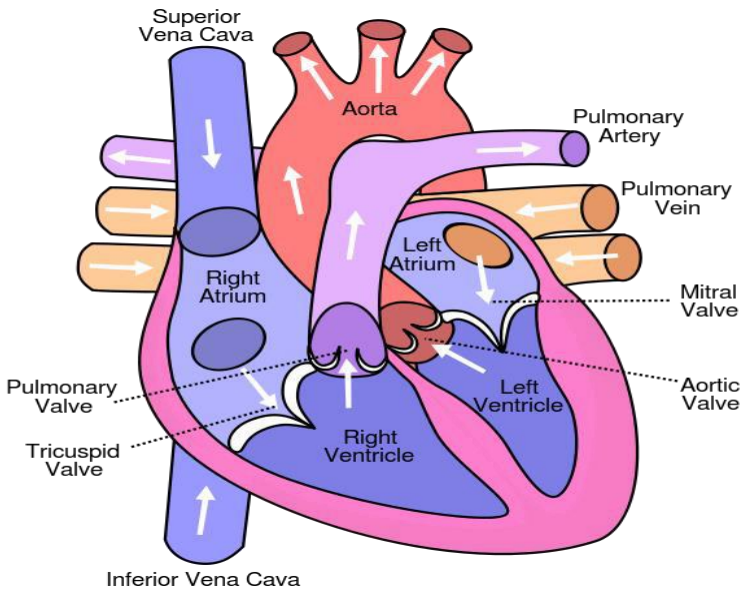

Nasal Cavity
Air
Hard Palate
Mouth
Soft Palate
Tongue
Epiglottis
Larynx
Vocal Folds
Esophagus
Nasopharynx
Oropharynx
Hypopharynx


Submaxillary triangle
Hyoid bone
Thyroid cartilage
Cricoid cartilage
Sternocleidomastoideus
Trapezius
Supraclavicular fossa
Clavicle
Infraclavicular fossa
Clavicular head
Sternal head
of Sternocleidomastoideus
Jugular notch

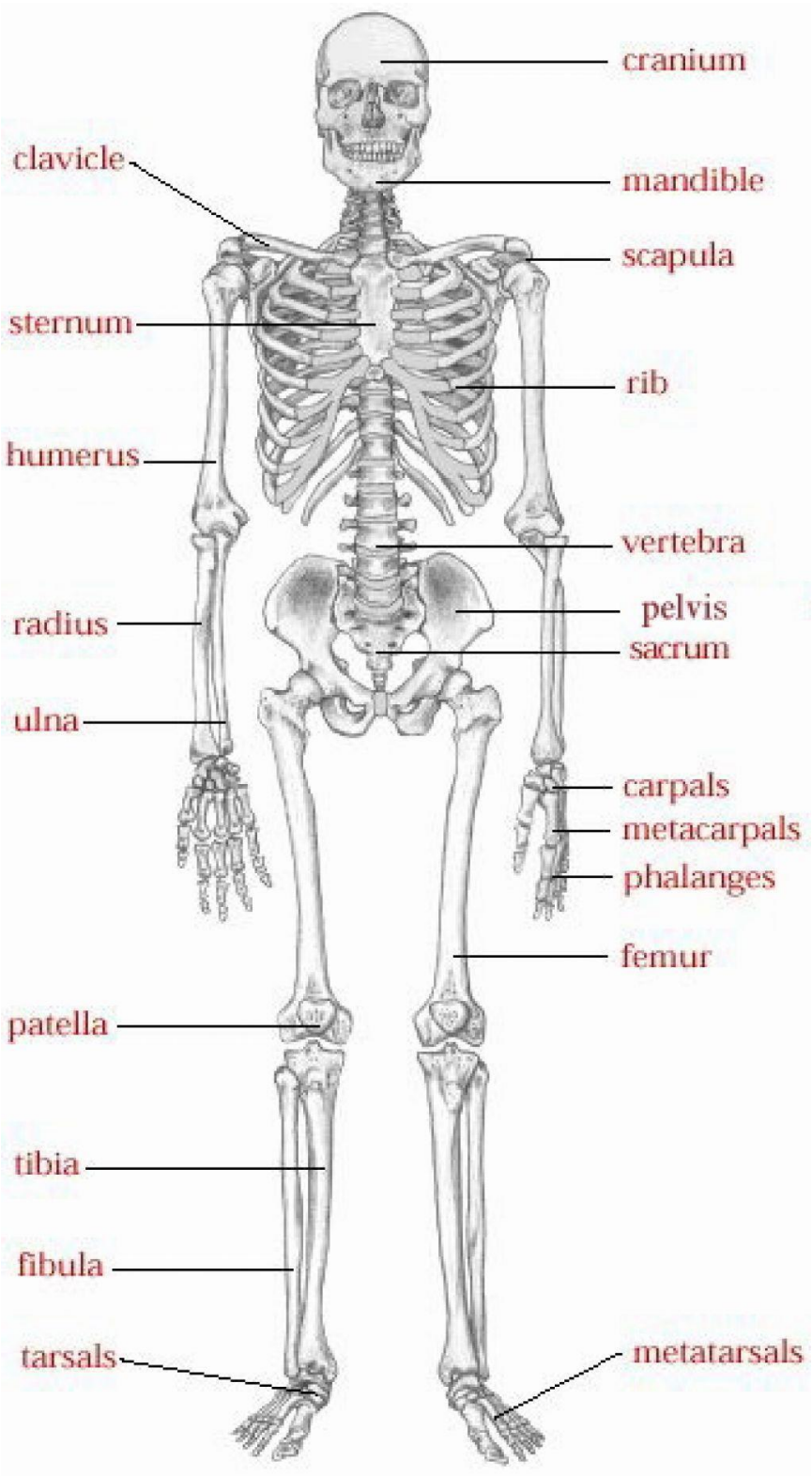
Lobes of the Lungs



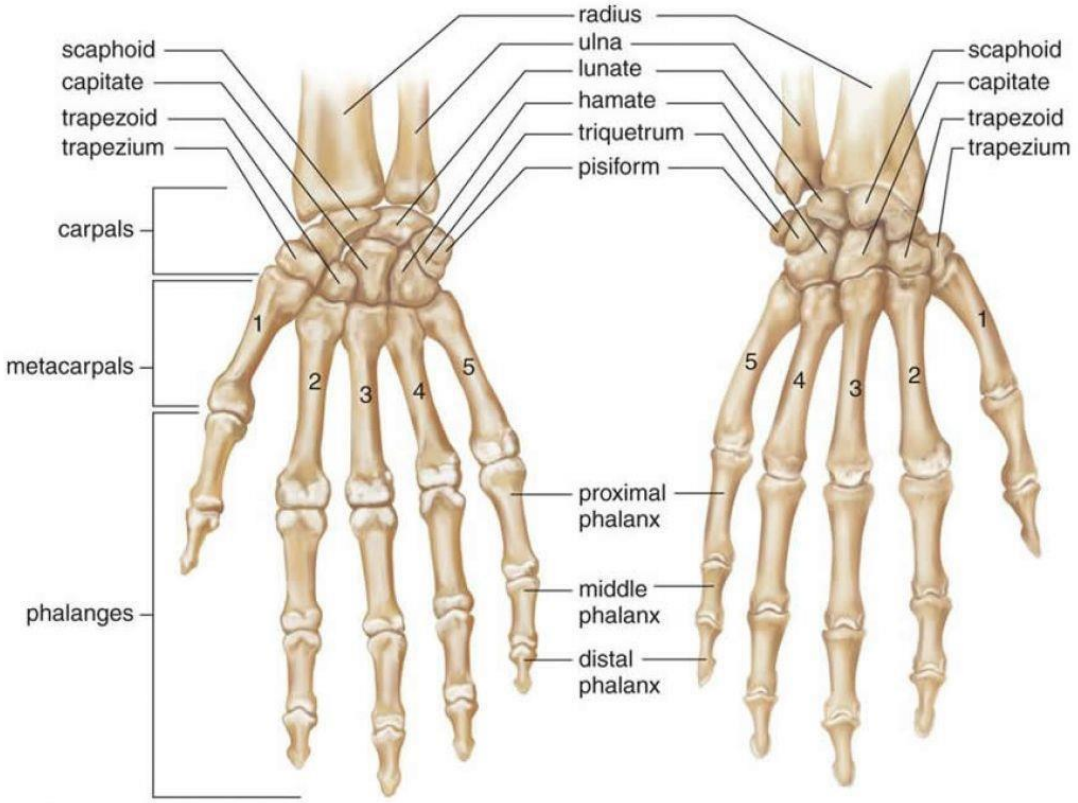
Heart Chambers, Blood Flow and Valves

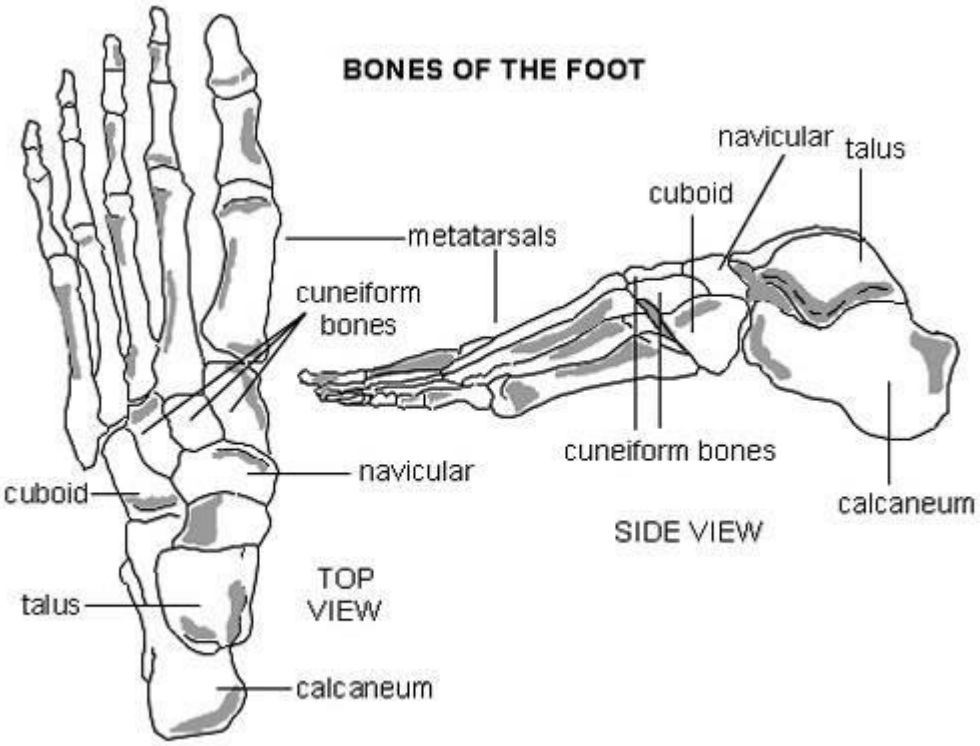


Bones of the body

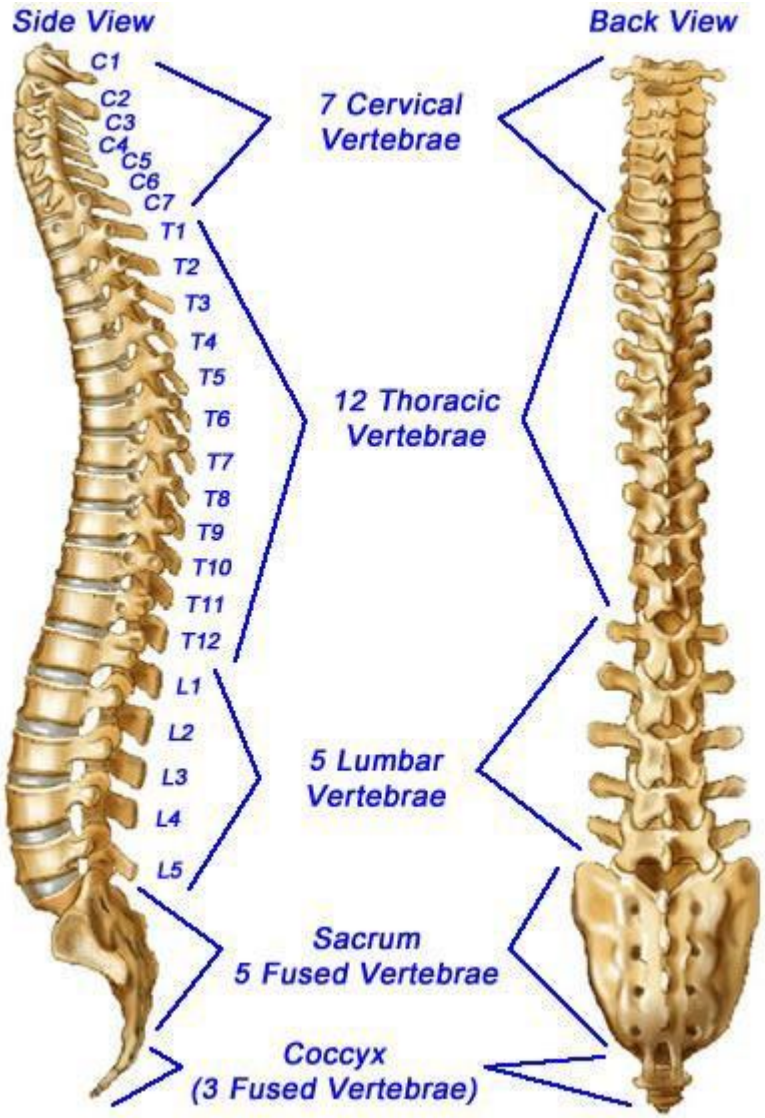


5Bones of the Hand

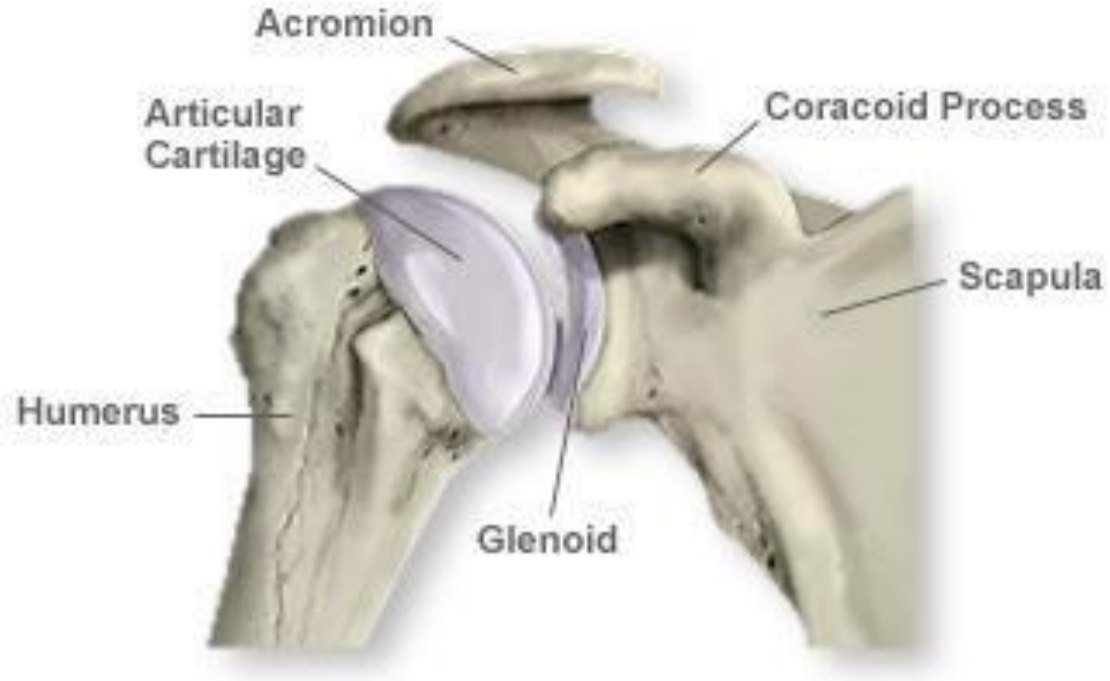




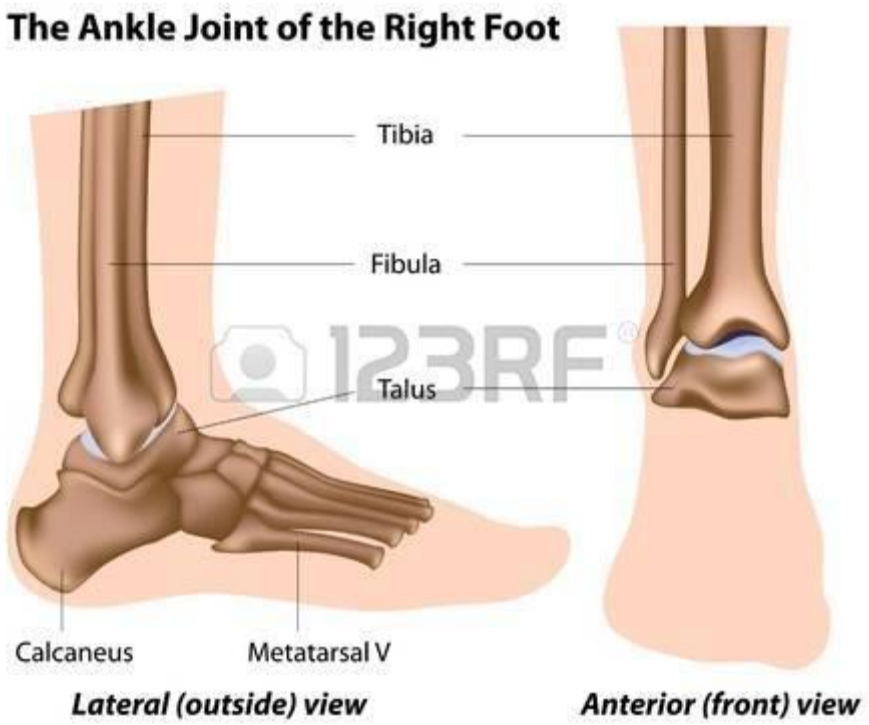
Vertebrae (spinal cord)



Shoulder

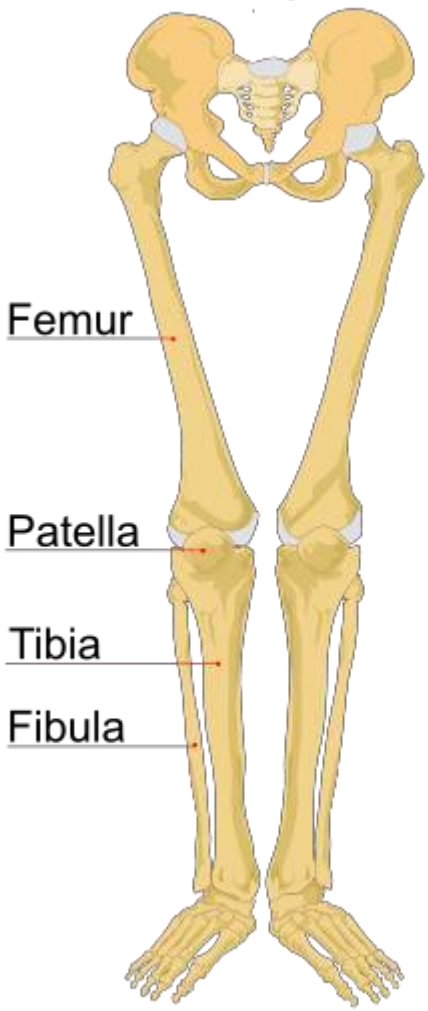


Ankle

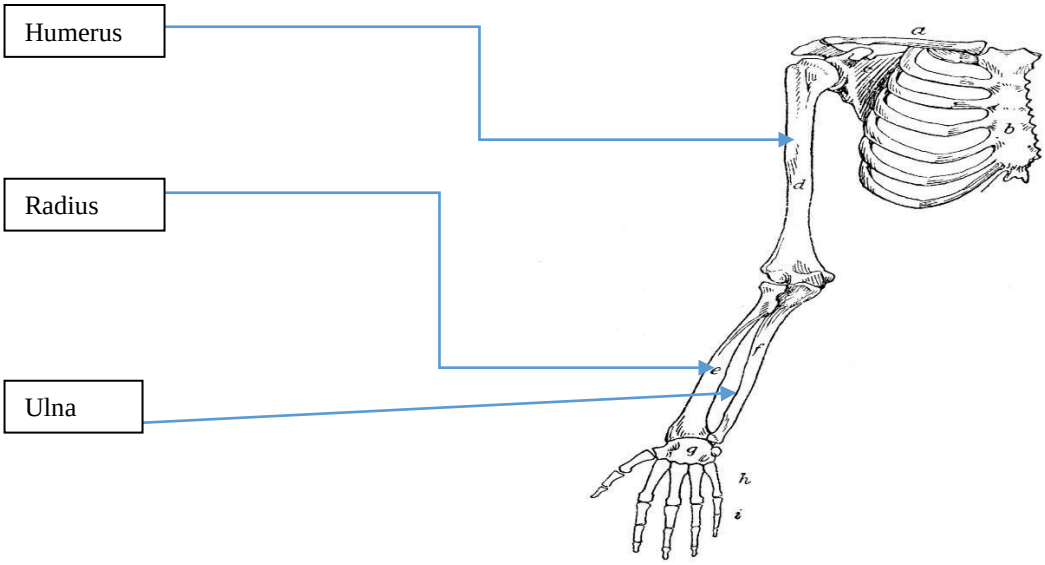


(Royalty Free)

Legs

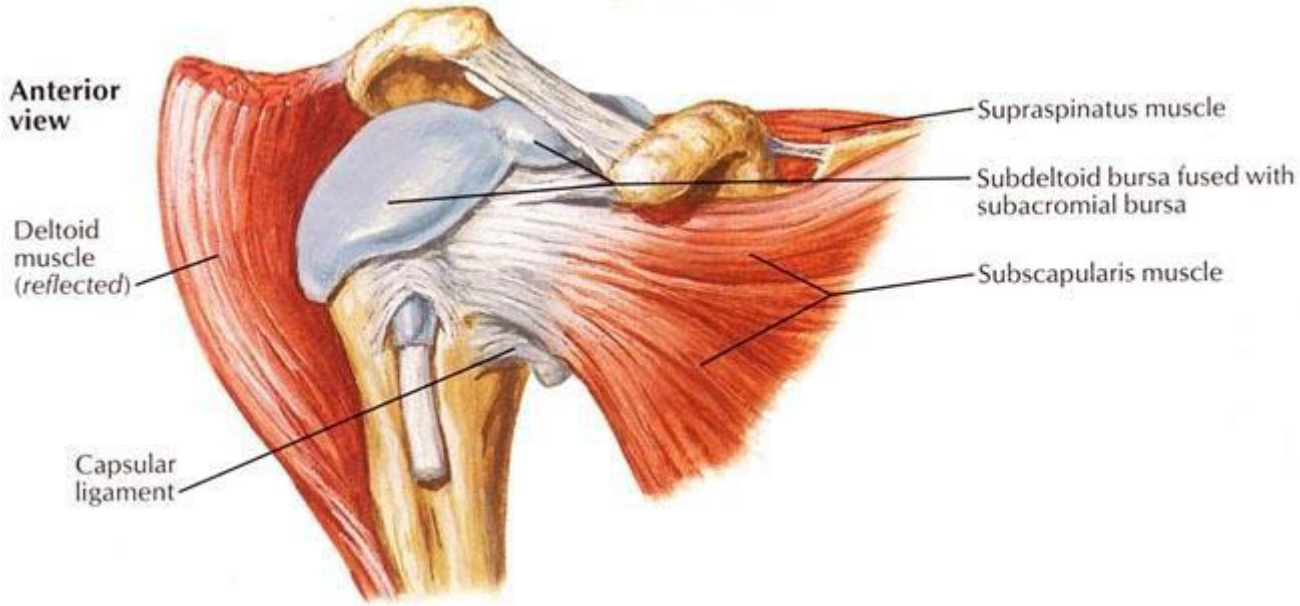


Arm

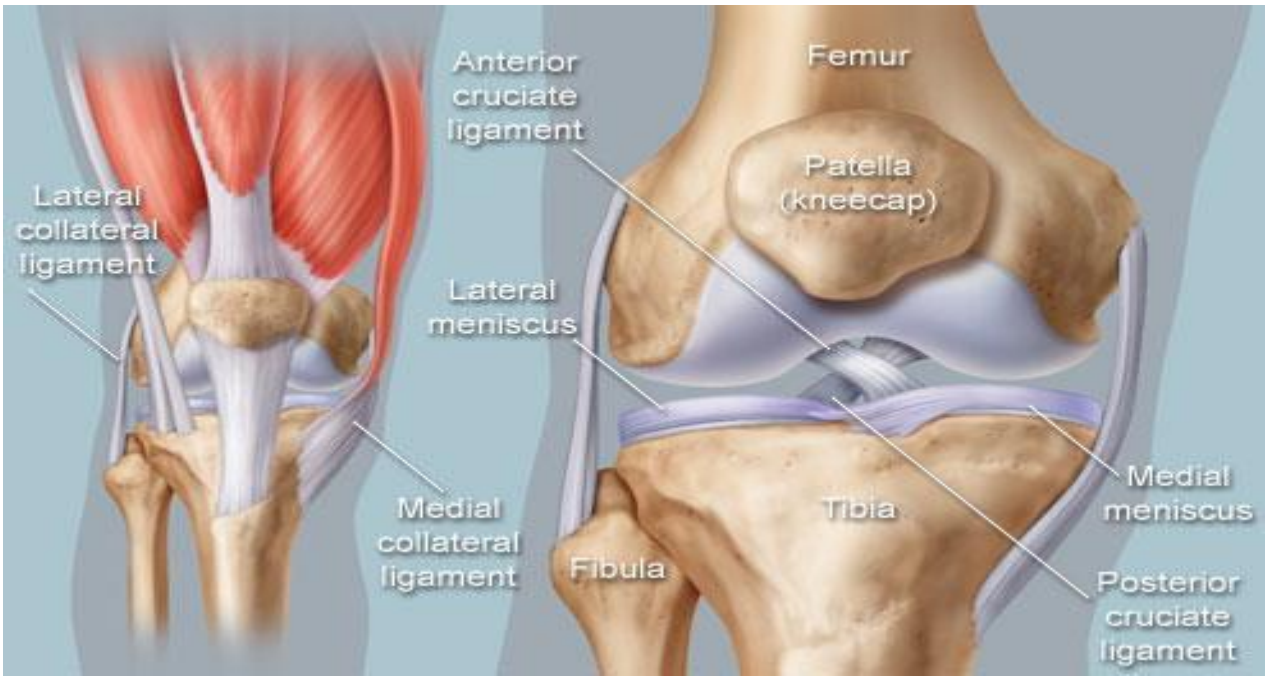


Muscles

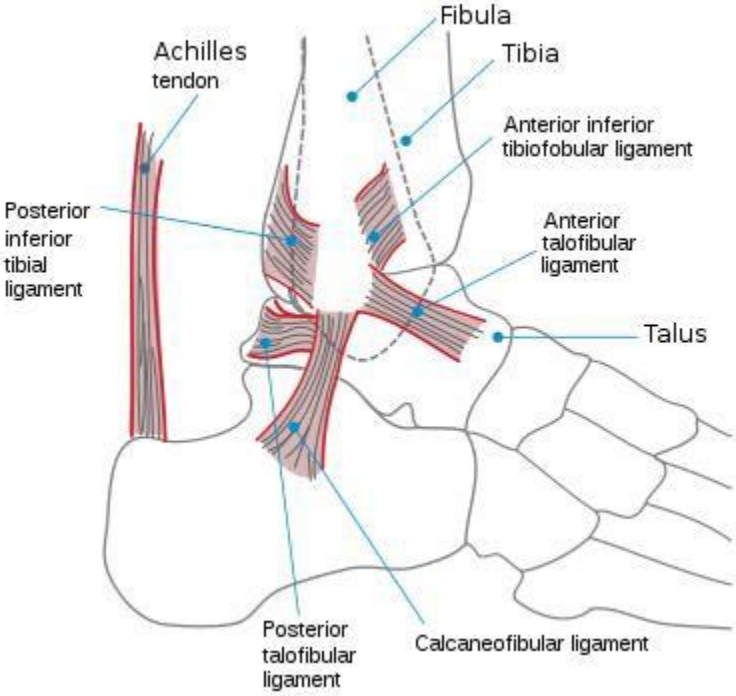
Shoulder



Knee Ligaments



Muscles of the Ankle



Laboratory Tests

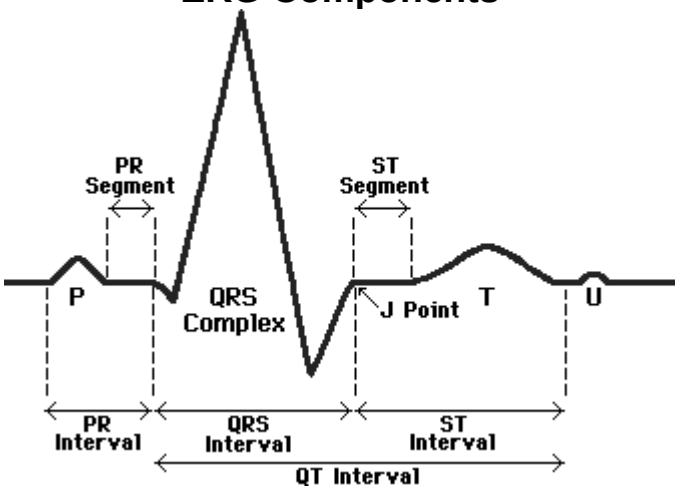
It is important to know the following diagnostic tests.

- Components of a CBC with differential
  - CBC: White blood cell, red blood cells, hematocrit, hemoglobin, platelet (thrombocyte) count, mean platelet volume (MPV)
  - Differentials: Neutrophils, lymphocytes, monocytes, eosinophils, basophils (know the action of each also)

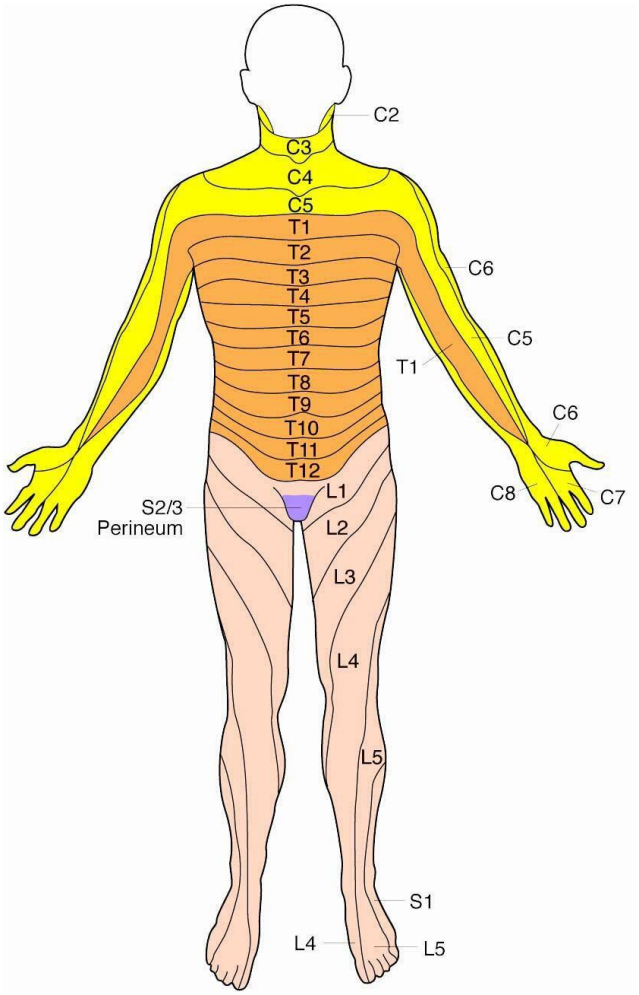
- Components of a Basic Metabolic Panel (BMP)
  - Glucose, Calcium, Sodium, Potassium, carbon dioxide, Chloride, BUN, Creatinine

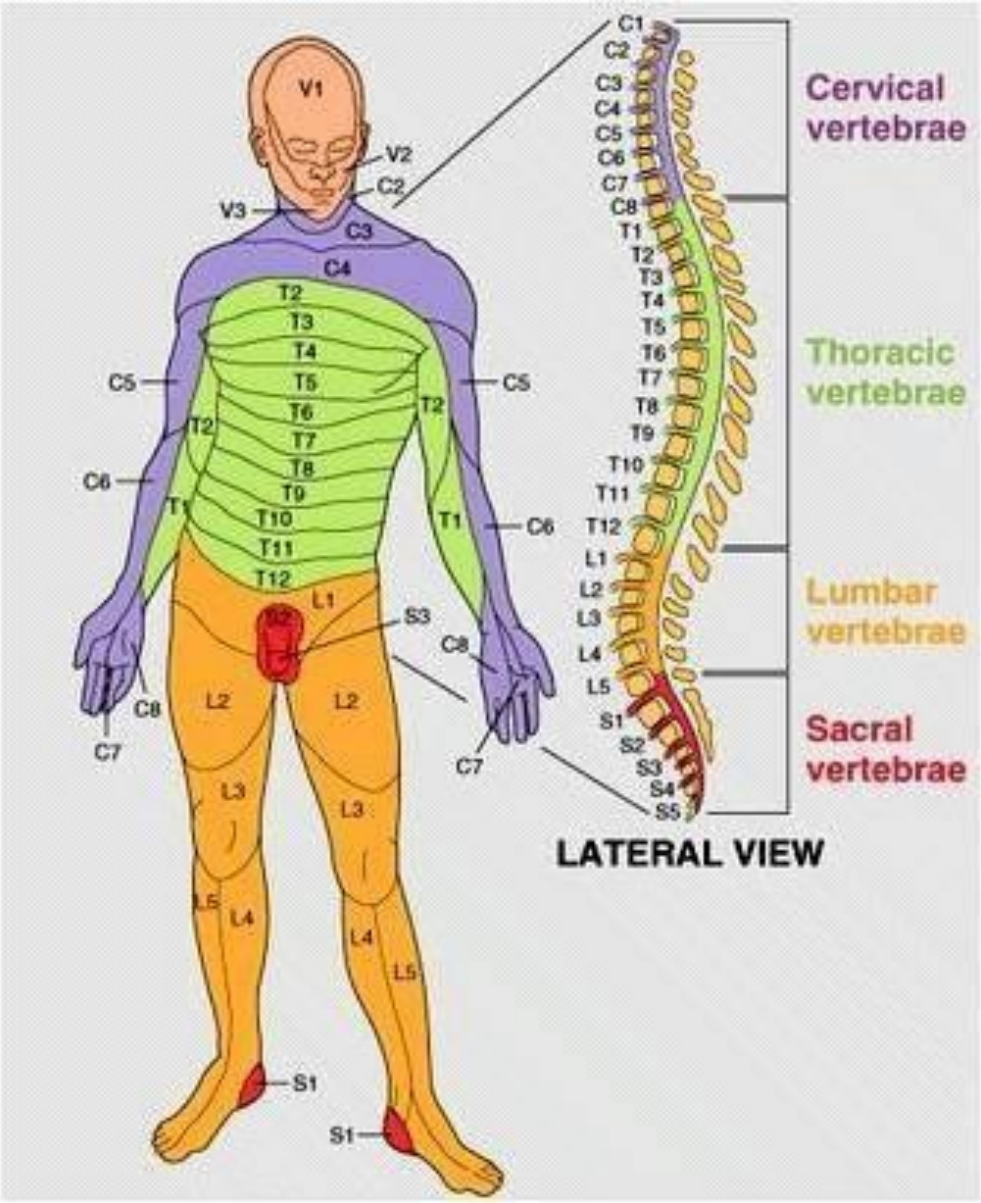
- Components of a Comprehensive Metabolic Panel (CMP)
  - Glucose, Calcium, Albumin, Total Protein, Sodium, Potassium, carbon dioxide, Chloride, BUN, Creatinine, Alp, ALT, AST, Bilirubin,

EKG Components



Dermatomes




V1
V2
C2
V3
C3
C4
C5
C5
T2
T2
C6
C6
T1
T1
T2
T3
T4
T5
T6
T7
T8
T9
T10
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T12
L1
S3
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T1
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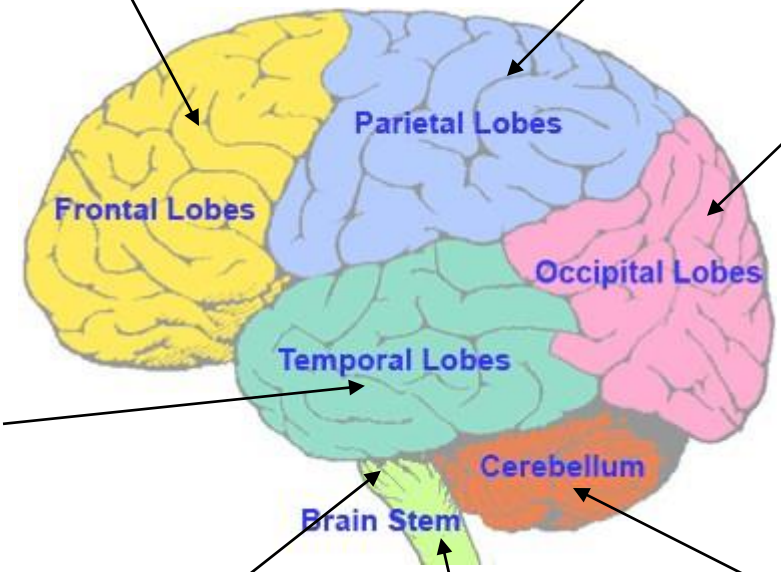
T3
T4
T5
T6
T7
T8
T9
T10
T11
T12
L1
L2
L3
L4
L5
S1
S2
S3
S4
S5
Cervical vertebrae
Thoracic vertebrae
Lumbar vertebrae
Sacral vertebrae
LATERAL VIEW

Lobes of the Brain and Their Functions

Frontal Lobe:
- Movement
- Intelligence
- Reasoning
- Behavior
- Memory
- Personality
- Planning/decision making
- Judgment
- Intuition
- Initiative
- Mood

Parietal Lobe:
- Intelligence
- Reasoning
- Language
- Sensation
- Reading

Occipital Lobe:
- Vision



Temporal Lobe:
- Speech
- Behavior
- Memory
- Hearing
- Vision
- Emotions

Pituitary Gland:
(Near brain stem):
- Hormones
- Growth

Brain Stem:
- Breathing
- Blood pressure
- Heart rate
- Swallowing

Cerebellum:
- Balance
- Coordination
- Fine muscle control

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:

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

Two Authors:

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

Three to Seven Authors:

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

More than Seven Authors:

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

Book

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

Book Article or Chapter

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

Encyclopedia Article

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

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

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

Literature Sources and Strength of Evidence

Primary Sources:

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

Some types of primary sources include:

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

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

Elements of a Research Article:

- Primary research articles can be identified by a commonly used format. They typically include the following sections:
  - Methods (sometimes with variations, such as Materials and Methods).
  - Include: Purpose, Research question(s). Many also include a theoretical model.
  - Results (usually followed with charts and statistical tables), and discussion

Secondary Sources:

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

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

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

Materials that are Appropriate to Cite:

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

Materials that are Inappropriate to Cite:

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

APA Headers

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

Example of Headers:

Domains of Nursing

Person
Education
Nursing School
BS:

traditional.
accelerated second degree.
MS:
PhD:

New Graduate Education
Health
Environment

Evidence Rating Scale

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

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

Quality of the Evidence

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|utmctr=%28not%20provided%29&_utmv=-&_utmk=129793804

Purdue Online Writing Lab (OWL): https://owl.english.purdue.edu/