

# Welcome to NURS 1400: Fostering Innovation in Nursing

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**Course Title and Course Number: NURS 1400 - Fostering Innovation in Nursing** Formerly Known as *Computer Applications in Health Care*



**Term: January 11 - May 5, 2023**

**Class Meeting Location/Time(s): 0800 - 0915. 316 Watt Family Innovation Center**

**Sec. 001: Tuesdays**

**Sec.003: Thursdays**

**Format: Hybrid**

Faculty: Professor J.Lanham, MS, RN, CNEcl, NC

Department and College:

**College of Behavioral, Social & Health Sciences /School of Nursing**

Instructor Email: [janicel@g.clemson.edu](mailto:janicel@g.clemson.edu)

University Phone Number: **SLACK** (Primary Mode of Contact)

Virtual Office Address: **Zoom** [↗ \(https://clemson.zoom.us/my/digitaldiva\)](https://clemson.zoom.us/my/digitaldiva)

Physical Office Address: 425 Edwards Hall

Office Hours: **MAKE AN APPOINTMENT WITH ME!** (<https://janicel.youcanbook.me>)

## Contact Information

Telephone	Email/Messages	SLACK Channel (Primary Mode of Contact)	Announcements	Zoom
				

				
864.280.9684	janicel@g.clemson.edu	#nurs1400spring2023	Canvas	<a href="#">Schedule A Meeting With Me</a>  <a href="https://janicel.youcanbook.me"> (https://janicel.youcanbook.me) !</a>  <a href="http://%20https://clemson.zoom.us/j/97968"> (http://%20https://clemson.zoom.us/j/97968</a> <a href="http://%20https://clemson.zoom.us/j/97968">pwd=Z1ptTEIneEM2MzZNRExRcktRaHE3</a>



## Course Description

This course is designed to empower nursing students to create innovative solutions to local, national, or global healthcare problems. The course will challenge students to think critically about the ever-changing field of healthcare while developing global solutions for the benefit of healthcare providers and patients alike. Students will be introduced to design thinking and technology in the delivery of health care. The course will cover existing health care applications, emerging trends, and forecast future needs.

### Global Challenge:

Healthcare has shifted away from its post-World War II focus on contagious disease and workplace accidents, necessitating episodic interventions. The next wave of healthcare innovations must focus on preventing and effectively managing chronic conditions as its primary goal. Today's global healthcare challenges fit the definition of a wicked problem and identify several disruptive forces such as shifting demographics resulting in older, more diverse patients with chronic non-communicable diseases (NCDs). In addition, healthcare faces increasingly involved consumer demand, projected provider shortages, increased regulation, and shrinking access to capital. This course will focus on emerging healthcare innovations in a global context by examining new technologies that promise to address longstanding inefficiencies related to healthcare affordability, patient engagement, access to quality care, and patient privacy. 3D printing and virtual healthcare, e.g. telehealth, and telemedicine offer new opportunities to improve the personalization, quality, and safety of patient care and the patient experience.

This course addresses these health technologies through a signature assignment – Nursing Innovation Project. This project consists of three milestones. First, students identify a "wicked problem" in healthcare: Milestone 1: Problem Identification [The Interview]. Second, students write a critical thinking paper: Milestone 2: A Critical Thinking Paper, addressing both local and global implications of the problem. Third, students design innovative projects that advance the use of technology for reducing local, national, or global health challenges [Milestone 3: ] Innovation Space/MakerSpace.

Used to define quality in nursing education, the AACN *Essentials* outline the necessary curriculum content and expected competencies of graduates from the baccalaureate, master's, and Doctor of Nursing Practice programs. With the endorsement of the **new AACN Essentials** by the AACN membership in April 2021, academic nursing is moving toward a new model and framework for nursing education using a competency-based approach. AACN is committed to providing resources, education, and guidance to bring about this transformation. ([American Association of College of Nursing \(AACN\), \*Essentials of Baccalaureate Education for Professional Nursing Practice, 2021\*](#))  (<https://www.aacnnursing.org/AACN-Essentials>)



<https://www.aacnnursing.org/AACN-Essentials>

### Course Learning Objectives:

1. Describe concepts relevant to the profession of nursing, information technology, and innovation in health care.
2. Explore and describe complex challenges associated with locally, nationally, and/or globally healthcare technologies.
3. Discover innovative approaches for promoting solutions to global health challenges [Nursing Innovation Project – Milestone 03]\*.
4. Explore and design innovative projects that advance the use of technology for reducing global healthcare challenges [Nursing Innovation Project – Milestone 03] \*.
5. Demonstrate critical thinking through analysis of global challenges in healthcare [Nursing Innovation Project – Milestone 02] \*.
6. Evaluate how varying perspectives influence global challenges in healthcare [Nursing Innovation Project – Milestone 02] \*.

\*These are Global Challenges artifacts.

### Value Statement

The mission of nursing remains unchanged, however, the daily work of this profession is strongly influenced by informatics. The nursing profession is rapidly changing to keep up with technological and digital advancements in healthcare. As direct caregivers, nurses are on the front lines of patient care and feel the impact of changes in best practices more immediately than other healthcare professionals. Having a clear understanding of this impact, along with hands-on engagement and interactions will serve to enhance nursing practice. Professional registered nurses must now be tech-savvy in order to integrate their knowledge of clinical workflow, and information systems into patient care activities. With these innovations, technology will continue to evolve nursing practice, enhancing quality patient care and healthcare delivery.

### Course Objectives

#### Learning Objectives:

1. Describe concepts relevant to the profession of nursing, information technology, and innovation in health care.
2. Explore and describe complex challenges associated with locally, nationally, and/or globally healthcare technologies.
3. Discover innovative approaches for promoting solutions to global health challenges [Nursing Innovation Project – Milestone 03]\*.
4. Explore and design innovative projects that advance the use of technology for reducing global healthcare challenges [Nursing Innovation Project – Milestone 03] \*.
5. Demonstrate critical thinking through analysis of global challenges in healthcare [Nursing Innovation Project – Milestone 02]\*.
6. Evaluate how varying perspectives influence global challenges in healthcare [Nursing Innovation Project – Milestone 02] \*.

\*These are Global Challenges artifacts.

### Student Learning Outcomes

Upon successful completion of the course, students will demonstrate the ability to:

- 1.) Students will demonstrate critical thinking through analysis of global challenges.
- 2.) Students will evaluate how varying perspectives influence global challenges.

## Prerequisites

There are no prerequisites for NURS 1400.

## Required Materials

No textbook is required.

## Required Technical Skills

To be successful in this course, you must have a minimum working knowledge of your computer system, a web browser, and a word processing program.

For technical assistance with the course site, students should contact [ithelp@clemsun.edu](mailto:ithelp@clemsun.edu) (<mailto:ithelp@clemsun.edu>) or visit [CCIT's website \(http://ccit.clemsun.edu/\)](http://ccit.clemsun.edu/)

## Learning Environment

The classroom environment and collegiality between faculty and students are essential in creating a healthy learning environment! Respect is a component of communication, collaboration, and valuing the contributions that both sides bring to the learning environment (student and faculty). Students are expected to show respect by demonstrating **respectful professional behaviors** towards faculty, fellow students, and others at all times. Students demonstrating inappropriate and unprofessional behaviors will be dismissed from class. (**Refer to Clemson University's School of Nursing Code of Conduct below**).

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## Grading Policies

The School of Nursing requires that you achieve a minimum grade of 75 before any grade can be "rounded-up". For example, 74.9 does not round up to 75. After achieving a minimum grade of 75, the choice to round up lies with me. The final grade in the course must be 75 as a whole number, not 74.9 in order to receive a grade of a "C." A maximum grade on any graded item is 100.

## Late Work

If you are absent, it is your responsibility to obtain material missed during that class period. Assignment due dates will be posted on the course calendar. Assignments must be completed and submitted timely (Eastern Standard Time) for full credit. See the Canvas course calendar for due dates. Missing submissions will be auto-graded as a zero (0). It is your responsibility to confirm that your assignment has been successfully uploaded and submitted via CANVAS. After you submit your assignment in CANVAS, please confirm that your assignment has been submitted. Take a screenshot showing the successful submission date/time and save this for future reference.

## Major Assessment Activities



Weekly class assignments and attendance (Class Participation ) will account for 10% of the course grade. Students who do not complete weekly assignments or who fail to meet assignment deadlines will receive an auto grade of zero (0 points) for incomplete or missing assignments. If a student has more than 3, (four or more) missing/late/incomplete assignments, the student will automatically receive a zero (0) for the entire 10% of the class participation grade. Major assessment activities, e.g.. The Nursing Innovation Project (Milestones 1, 2,3 ) will be deducted 5% per day late up to a total of 15%. After 3 days, the assignment grade will result in a zero (0).

Any exam that was scheduled at the time of class cancellation will be given at the next class meeting unless contacted by faculty. Any assignments due at the time of a class cancellation due will be submitted at the next class meeting. Any extension or postponement of assignments or exams will be posted within 24 hours of the weather-related cancellation via Canvas.



The Innovation/Makerspace Activity is a collaboration between the Clemson University School of Nursing, The CBSHS's Innovation Space and the [Clemson Makerspace \(https://www.cumaker.space/\)](https://www.cumaker.space/). Each student will complete training in using the Clemson Makerspace. Student groups will create a prototype as a possible solution to the identified patient problem.

### Major Assessment Activities

Course Topics	Assessment	Weight/Points	Due Date(s)	Short Description
	<p><u>Nursing Innovation Project</u></p> <p><u>[3 Milestones]</u></p>	50%	<p>M2: Paper (Draft)</p> <p>M2: Paper: (Final)</p> <p>M3: Innovation</p> <p>*See Course Calendar for due dates</p>	<p>M01: Problem Identification 7%</p> <p>M02: CT2 Paper (Draft) 3%</p> <p>M02: CT2 Paper (Final) 18%</p> <p>M03: Innovation</p>

				22%
	<b>Class Participation (Attendance, Weekly Class Assignments)</b>	10%	<b>*See Course Calendar for due dates</b>	<b>Attendance, Weekly Assignments)</b>
<b>Nursing Informatics Information Skills Nursing Innovation Critical Thinking Ethical &amp; Legal Issues</b>	<b>Midterm Exam</b>	20%	<b>*See Course Calendar for due dates</b>	<b>Online, open notes</b>
<b>Virtual Care Delivery Patient Safety Digital Patient Engagement Artificial Intelligence mHealth</b>	<b>Final Exam</b>	20%	<b>*See Course Calendar for due dates</b>	<b>Online, open notes. The Final Exam is not cumulative</b>

### Signature Assignment - Nursing Innovation Project

The Nursing Innovation Project aims to develop prototypes for possible solutions to *real* healthcare problems and explore its global implications. This project should help nursing students create health technologies allowing them to engage in the design and development of healthcare devices with possible global consequences. This Signature Assignment [SA] - Nursing Innovation Project is based on ideas discussed in [The Future of Nursing IOM Report](https://nam.edu/publications/the-future-of-nursing-2020-2030/?gclid=Cj0KCQjw0oyYBhDGARIsAMZEUmVb25Wx1PZxqdnJWGjEFhDwgVzv1YtPVELis0DxrAUeZ1LFCdHLKr0aAhCgEALw_wcB) [. This report calls on nurses to do more than just talk about new ideas for improving health and health care. It states that nurses need to be able to turn their ideas into a product that they can hold in their hands. Our course intends to take this report one step further and explore global perspectives to improving healthcare. Your final Nursing Innovation Project may be showcased at the Watt's Annual MakerDay \[TBA\].](https://nam.edu/publications/the-future-of-nursing-2020-2030/?gclid=Cj0KCQjw0oyYBhDGARIsAMZEUmVb25Wx1PZxqdnJWGjEFhDwgVzv1YtPVELis0DxrAUeZ1LFCdHLKr0aAhCgEALw_wcB)

### Milestone 01: Problem Identification

Interview a healthcare provider, a patient, and/or care provider. Also, feel free to use your resources, faculty, and nursing students if needed. Identify a “real” problem in the delivery of healthcare and create a prototype to address/solve/improve the problem in a healthcare setting. The topic you choose should be one that can be researched and meets the following criterion:

Clearly define the problem [Be specific]

- What is a **"wicked problem"** in healthcare?
- How is the problem handled today?
- Identify present-day solutions

Identify the healthcare setting:

- Hospitals
- Public health centers
- Schools
- Homes

Identify the area your project will address:

- Direct patient care
- Health promotion
- Patient Education
- Coordination of care

**Milestone 02: The Critical Thinking Paper:**

Write a critical thinking paper about the healthcare problem identified in Milestone 01. Conduct a recent literature review, within the previous five (5) years for scholarly articles about the healthcare problem. Make sure the research includes both the pros and cons of the problem on patient care. Write a critical thinking paper using APA format. Make sure you include a Peer Evaluation for each member of your group.

**Milestone 03: The Innovation/MakerSpace Activity**

Create an video presentation showcasing your final project. Upload the presentation link as an assignment via Canvas. Make sure you also submit the [Teamwork and Collaboration \(Peer\)Evaluation \(\\$CANVAS\\_OBJECT\\_REFERENCES/quizzes/ga337112dd5d0e5af87800e82cfac8f02\)](#). Students whose projects best exemplify innovation will be selected to present their final innovation project at the Annual MakerDay held in the Watt Innovation Building. [Date TBA]. The Annual MakerDay promotes creativity, and innovation, enabling student groups, clubs, individuals and faculty to showcase their work and design efforts.

**Communication and InterProfessional Skills:**

Team-Based activities (group work) strengthen communication and interprofessional skills, vital competencies necessary for:

- Producing highly effective that optimize the use of information, people, and resources to achieve the best clinical outcomes for patients.
- Increasing team awareness and clarifying team roles and responsibilities.
- Resolving conflicts and improving information sharing.
- Eliminating barriers that enhance teamwork and collaboration (*TeamStepps: The Agency for Healthcare Research and Quality (AHRQ)* )

## Grading Breakdown

The following table breaks down the point ranges/percentages associated with each letter grade.

## Grading Scale

Letter	Points/Percentages
A	90-100
B	80-89
C	79-75
D	74-70
F	69-Below

## Course Feedback

Student Assessment of Instructors. Navigate to the link [here](https://www.clemson.edu/institutional-effectiveness/oir/resources/student_assessment.html)  ([https://www.clemson.edu/institutional-effectiveness/oir/resources/student\\_assessment.html](https://www.clemson.edu/institutional-effectiveness/oir/resources/student_assessment.html))

How to be successful in this course

Student Responsibilities:

1. **Attendance:** The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is **critical** to the educational process; therefore, you should attend all scheduled courses in order to attain and meet course objectives. If you are absent, it is **YOUR** responsibility to obtain material missed during that class period. There are no excused absences, but I understand "life happens." In the event of a class absence, you should make contact with me using the Notification of Absence (NOA) feature on Canvas, **before** the missed class takes place. Using the NOA is particularly important if you would like to submit missed assignments for full credit. Otherwise, missed assignments may only be submitted for partial credit. In the event of an emergency, a text message is appropriate. It is preferable to speak with me regarding any scheduled absence(s) as soon as possible and develop a plan for any make-up work, in advance. It is your responsibility to secure documentation of emergencies if required. A student with an excessive number of absences (three or more) may be dropped from the course at my discretion. You are required to wait 15 minutes for the instructor to arrive for class. If the instructor has not arrived within 15 minutes, the students should attempt to contact the instructor (864-280-9684) to determine if other arrangements have been made for the class meeting.
2. **Student Engagement:** You are expected to **actively** participate in class/online discussions. Cell phones and other electronic devices are to be in "vibrate mode" so as not to disrupt class "flow."
3. **Coursework:** Complete and submit high-quality work timely.

### Course Policies

- Inform appropriate persons when and why they are going to be absent by initiating arrangements for makeup work (if appropriate) with faculty.
- Students should try to overcome minor indispositions that are not contagious and that do not result in decreased safety of the student's performance in class. However, please do not attend class or clinical laboratories if ill. For example, students who have colds, flu, or other contagious illnesses are not expected to attend class or clinical laboratories. Notification of class absences should be in a timely manner.
- Grave illness or the death of close family members is a legitimate reason for absence. Attendance at a wedding or other celebrations, except under extraordinary circumstances, are not.

- Attendance at regularly scheduled University functions involving students' participation e.g. Tiger Band, Rally Cats, Clemson Cheerleader are examples of absences that must be negotiated between the student and the faculty member.
- Attendance at state conventions or other professional meetings, thereby necessitating absence from class, may be approved based on student's grade point average, and with approval by the instructors whose classes are missed, and the Director of the School of Nursing.

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## School of NURSING

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### Code of Conduct

Students of Clemson University School of Nursing are expected to demonstrate professional conduct in both classroom and clinical settings. Review the Student Code of Conduct in the Undergraduate Handbook below.



Clemson University  
**SCHOOL OF NURSING**  
College of Behavioral, Social, and Health Sciences



**UNDERGRADUATE HANDBOOK**  
**2022 – 2023**

BS-Traditional | BS-Accelerated | Accelerated Second Degree | RNBS

<https://clemson.instructure.com/courses/182555/files/15539861?wrap=1>

<https://clemson.instructure.com/courses/182555/files/15539850?wrap=1>

## [University Policies and Student Support](https://clemons.instructure.com/courses/182555/files/15539611?wrap=1)

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### ACADEMIC SUCCESS CENTER

The [Academic Success Center](https://www.clemson.edu/asc) (ASC) offers a variety of free learning and success services for all undergraduate students that are designed to equip students with strategies and resources they can use to become a more confident, independent and skillful learner.

### LEARNING SUPPORT SERVICES

- [Peer Tutoring](https://www.clemson.edu/asc/courses/index.html) – students can expect a 1:1 meeting with a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member) during which the student can share specific questions they have about course content with the tutor focused on helping the student, through questioning techniques and identification of helpful learning strategies, master course concepts. Tutors do not help with homework or other class assignments. (Linked to a course)
- [Peer-Assisted Learning \(PAL\)](https://www.clemson.edu/asc/courses/index.html) – students can expect collaborative and active group learning and study sessions focused on mastery of course content and learning strategies that is facilitated by a trained undergraduate peer leader (who made an A or B in the course and was recommended by a faculty member). PAL leaders do not help with homework or other class assignments. (Linked to a course)
- [Academic Coaching](https://www.clemson.edu/asc/courses/academic-coaching.html) – students can expect a 1:1 meeting with a trained professional academic coach during which the coach helps students see themselves, their skills, and their study habits from a fresh perspective through one-on-one sessions focused on learning and personal success strategies.
- [Success Strategy Workshops](https://www.clemson.edu/asc/workshops/index.html) – students can expect 30 - 45-minute workshops on college success skills, time management and organizational skills, test-taking strategies, study strategies, finals preparation, life skills, and academic resources.

### CAMPUS LOCATION

The Class of 1956 Academic Success Center building is in the center of campus adjacent to Cooper Library and the Watt Family Innovation Center.

### INCLUSION STATEMENT

The Academic Success Center exists to inspire success in every student who participates in our programs and services. Celebrating and honoring the diversity of our students, faculty, and staff is at the core of inspiring success and a sense of belonging. The diversity of our Clemson community comes in many forms, but inclusion comes in only one form – when each member of our community experiences a real sense of belonging. We, the ASC staff, are committed to creating a welcoming and inclusive experience at the Center. We affirm that our goal of creating and delivering welcoming, inclusive, and equitable student learning experiences at the Center requires our active and ongoing commitment to listening and learning through engagement in professional development opportunities and confronting and dismantling inequalities. We acknowledge that this will be an ongoing work in progress and pledge to strive for continuous improvement.

### ACADEMIC ADVISING

**Academic advising** [↗ \(https://www.clemson.edu/academics/advising/index.html\)](https://www.clemson.edu/academics/advising/index.html) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

## COOPER LIBRARY

Do you need library sources but don't know where to start? Are you asking your students to search for a book, article, or data to support their argument? Not sure whether they know how to cite a source properly in their bibliography? Tell them to ask a librarian! Help is available in person at each of our locations: Cooper Library, Gunnin Architecture Library, and the Education Media Center. You can also chat with a librarian live from our website, by phone at 864.656.1557, or text 864.762.4884.

Extended research assistance with librarians who specialize in subject areas is also available by appointment. A list of librarians and their areas of expertise are listed on the [subject librarians page](https://libraries.clemson.edu/research/subject-librarians/) [↗ \(https://libraries.clemson.edu/research/subject-librarians/\)](https://libraries.clemson.edu/research/subject-librarians/). Check the Library's **Ask Us** [↗ \(https://libraries.clemson.edu/ask/\)](https://libraries.clemson.edu/ask/) page for details. For assistance with digital projects, the Adobe Digital Studio is located on the 5th floor and is staffed to support the needs of you and your students. You can [download Adobe Creative Cloud](https://ccit.clemson.edu/support/current-students/software-and-applications/adobe/) [↗ \(https://ccit.clemson.edu/support/current-students/software-and-applications/adobe/\)](https://ccit.clemson.edu/support/current-students/software-and-applications/adobe/) for free. The **Scholar's Lab** [↗ \(https://libraries.clemson.edu/creative-spaces/scholars-lab/\)](https://libraries.clemson.edu/creative-spaces/scholars-lab/) is a new space that provides support for data visualization, data analysis, and digital research methods. Check out the Library's [web page](https://libraries.clemson.edu/) [↗ \(https://libraries.clemson.edu/\)](https://libraries.clemson.edu/) for upcoming workshops and other events.

## Cooper Library and Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them by emailing [ITHELP@clemson.edu](mailto:ITHELP@clemson.edu) (<mailto:ITHELP@clemson.edu>), calling or texting (864) 656-3494, or starting a live chat at [ccit.clemson.edu](https://ccit.clemson.edu). The help desk is located in Cooper Library.

## GRADUATE STUDENT SUCCESS RESOURCES

The Graduate School maintains a [collection of grad student resources](https://www.clemson.edu/graduate/students/) [↗ \(https://www.clemson.edu/graduate/students/\)](https://www.clemson.edu/graduate/students/) applicable to graduate students for professional development, governance, the handbook, and thesis/dissertation resources). It has resources regarding education, student life, and health and safety as well.

## Election Dates

U.S. local elections are facilitated through state and county municipalities. Students attending college may register to vote at their local campus addresses or choose to remain registered or register at their permanent or home address. The nonpartisan Campus Vote Project has compiled information for all students on state-by-state voter registration:

<https://www.campusvoteproject.org/state-student-voting-guides> [↗ \(https://www.campusvoteproject.org/state-student-voting-guides\)](https://www.campusvoteproject.org/state-student-voting-guides).

The national midterm elections will be held on November 8. Voter registration dates differ by states, but the registration deadlines in South Carolina are October 7 (in person), October 9 (online), and October 11 (postmarked by mail).

Faculty and instructors of record may wish to inform students of these deadlines and may wish to incorporate nonpartisan voter education assignments into their courses. The [ClemsonVotes coalition](https://express.adobe.com/page/CKXswWidk9/) [↗ \(https://express.adobe.com/page/CKXswWidk9/\)](https://express.adobe.com/page/CKXswWidk9/) will be providing ideas and resources for faculty and instructors via [the Clemson Teaching Listserv](mailto:listserv@lists.clemson.edu) (<mailto:listserv@lists.clemson.edu>) throughout the semester.

## MICHELIN CAREER CENTER

**The Michelin® Career Center** [↗ \(https://career.sites.clemson.edu/index.php\)](https://career.sites.clemson.edu/index.php), in the Center for Career and Professional Development, assists undergraduate and graduate students in selecting appropriate fields of study, learning effective job searching strategies, and making connections with employers. Career counselors are available to meet with students to explore career or educational options, develop résumés and cover letters, hone interviewing techniques, conduct searches for internships and full-time jobs, and ready themselves for interviewing with employers. In addition, students may utilize ClemsonJobLink, the Career

Center's on-line recruiting system, to view part-time jobs, internships, and full-time job postings and to sign up for on-campus interviews. The Center's goal is to endow students with the skills and tools to find part-time jobs and internships while in school, as well as full-time jobs following graduation. Other information can be obtained from the [Career Center's website](https://career.clemson.edu)  (<https://career.clemson.edu>) or by calling 864-656-6000.

## THE CENTER'S INTERNSHIP PROGRAM

This program brings together students and employers to facilitate academically enriching and mutually beneficial work experiences. This program offers on-campus, off-campus and international internship options. Students may participate in either part-time or full-time internships.

## UPIC: University Professional Internship and Co-op

The University Professional Internship and Co-op (UPIC) Program offers students on-campus professional learning experiences. Students have the opportunity to work with Clemson faculty and staff on Clemson's main campus, as well as other sites across the state, while receiving an academic internship notation on their transcripts. Enrollment in the appropriate INT course and payment of the corresponding fee is a requirement of the program (e.g. INT 1510). In order to be eligible for the program, a student must have completed at least one full semester at Clemson University and be an enrolled and matriculating undergraduate student in good standing. Available internships are typically listed in ClemsonJobLink halfway through the semester prior to the experience. Additional information is available at <http://career.clemson.edu>  (<http://career.clemson.edu>) or by calling the program office at 864-656-0282.

## COOPERATIVE EDUCATION

The Cooperative Education Program (or Co-op Program) is a rigorous engaged-learning program designed to provide students with the opportunity to learn under a mentor in their field of study. Companies partner with the program to host the co-op student for two, three or more rotations and this in-depth learning experience becomes an integral part of the student's education. The co-op student's experience is monitored and evaluated by the faculty and academic staff of the Co-op Program. Co-op students are paid by the host company. Students enroll in the program and begin the matching process at the beginning of the semester. For more information, contact the program office at 864-656-3150 and speak with a co-op advisor.

## REGISTRAR

[The Registrar's office](https://www.clemson.edu/registrar)  (<https://www.clemson.edu/registrar>) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.

## STUDENT ACCESSIBILITY SERVICES: Accessibility Statement

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 instructor 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](mailto:studentaccess@lists.clemson.edu), (<mailto: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 have accommodations are strongly encouraged to request, obtain and send these to their instructors [through the AIM portal](https://www.clemson.edu/academics/studentaccess/register.html)  (<https://www.clemson.edu/academics/studentaccess/register.html>) 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 at the [Student Accessibility website](https://www.clemson.edu/academics/studentaccess/index.html)  (<https://www.clemson.edu/academics/studentaccess/index.html>). Other information is at the university's [Accessibility Portal](https://www.clemson.edu/accessibility/accommodations.html)  (<https://www.clemson.edu/accessibility/accommodations.html>).

## STUDENT HEALTH AND WELLNESS RESOURCES

**Student Health Services** [↗](https://www.clemson.edu/campus-life/student-health/), locally known as “Redfern” Health, strengthens Clemson University by providing quality medical and mental health care and the health, safety and well-being of the campus community. Student Health Services strives to be an innovative health care system providing integrated quality services that are responsive to the needs of the University community. For information on who to contact for help in a crisis situation, visit [the Student Health contact page](https://www.clemson.edu/campus-life/student-health/contact/index.html) [↗](https://www.clemson.edu/campus-life/student-health/contact/index.html) and the [emergency/crisis page](https://www.clemson.edu/campus-life/healthy-campus/suicideprevention/get-help.html) [↗](https://www.clemson.edu/campus-life/healthy-campus/suicideprevention/get-help.html) for getting help.

## CAPS: COUNSELING AND PSYCHOLOGICAL SERVICES

**At** [↗](https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html) **Counseling and Psychological Services** [↗](https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html) **(CAPS)** [↗](http://www.clemson.edu/campus-life/student-), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out. CAPS is committed to educating students, as well as offering outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.

## WRITING LAB

Clemson University’s Writing Lab offers free one-on-one writing support for undergraduate and graduate students. Available appointments include in-person and virtual options. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Arrangements can be made for group appointments. Visit the [Writing Lab’s website](https://clemson.edu/writing-lab) [↗](https://clemson.edu/writing-lab) for more information about their services or to make an appointment. Please note that the Writing Lab is now located on Cooper Library’s third floor.

## THE PAW PANTRY

The Paw Pantry is an on-campus food pantry and resource center available to Clemson University students free of charge, no questions asked. Non-perishable foods, school supplies, hygienic supplies, and household items are available. Paw Pantry is currently located at Serrine Hall, Room 233. The hours of operation can be found [here](https://www.clemson.edu/studentaffairs/csle/paw-pantry/hours.html) [↗](https://www.clemson.edu/studentaffairs/csle/paw-pantry/hours.html). If interested in utilizing the pantry, donating, or volunteering please visit our [website](https://www.clemson.edu/studentaffairs/csle/paw-pantry/index.html) [↗](https://www.clemson.edu/studentaffairs/csle/paw-pantry/index.html), email [pawpantry@clemson.edu](mailto:pawpantry@clemson.edu) [↗](mailto:pawpantry@clemson.edu) or follow on Instagram @cupawpantry. Contact person is [Kate Radford](mailto:radford@clemson.edu) [↗](mailto:radford@clemson.edu) at 864-656-2535.

## Clemson Policies

### ACADEMIC CONTINUITY

Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, text notification and Social Media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- Primary access link: [h](http://www.clemson.edu/canvas) [↗](http://www.clemson.edu/canvas) <http://www.clemson.edu/canvas> [↗](http://www.clemson.edu/canvas)
- Secondary access link, if needed: <https://clemson.instructure.com/> <https://clemson.instructure.com/> <https://clemson.instructure.com/>
- You can also use the Canvas Student App. [Visit the downloads page](https://www.clemson.edu/canvas/app.html) [↗](https://www.clemson.edu/canvas/app.html) for this app.

Course activities will occur through the Canvas course.

### ACADEMIC INTEGRITY

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.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

See the [Undergraduate Academic Integrity Policy](https://www.clemson.edu/academics/integrity/) for additional information and [the current catalogue](https://catalog.clemson.edu/index.php?catoid=33) for the policy.

For graduate students, [see the current graduate student handbook](https://www.clemson.edu/graduate/students/policies-procedures/index.html) for all policies.

## ACADEMIC GRIEVANCES

Undergraduate students are advised to contact the Ombuds' Office prior to filing an academic grievance. If the undergraduate academic ombudsman agrees that a grievable issue has occurred, students can contact Undergraduate Studies (656-3022) for assistance filing official paperwork within 30 days of the semester following the awarding of a disputed grade.

Graduate students follow the [Graduate Student Handbook](https://www.clemson.edu/graduate/students/policies-procedures/index.html) (per the catalogue, "grievances must be filed with the Graduate School within 60 days of the alleged act.")

## COPYRIGHT

Original works of authorship including but not limited to books, novels, poetry, articles, works of art, photos, images, videos, movies, music, architectural designs etc. are protected under copyright law. When copyright protected materials or portions of such materials are made available to you by an instructor, they are intended to be used for educational purposes, they are intended for use only by students enrolled in a particular course and only for instructional activities associated with the course. They should not be retained in another medium or disseminated further for non-course related purposes unless you have permission to do so by the copyright owner.

## COMMITMENT TO DIVERSITY

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

### The Clemson University Title IX statement regarding non-discrimination

The Clemson University Title IX statement: 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, national origin, age, disability, veteran's status, genetic information or protected activity 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. This [Title IX policy](http://www.clemson.edu/campus-life/campus-services/access/title-ix/) is located on the Access and Equity website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

## Emergency Preparedness Statement

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson University Police Department. [Visit here for information about safety.](https://www.clemson.edu/cusafety/index.html) Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Ensure you are signed up for [emergency alerts](https://www.getrave.com/login/clemson)

2. Download the [Rave Guardian app](https://www.clemson.edu/cusafety/cupd/rave-guardian/) [\(https://www.clemson.edu/cusafety/cupd/rave-guardian/\)](https://www.clemson.edu/cusafety/cupd/rave-guardian/) to your phone [\(https://www.clemson.edu/cusafety/cupd/rave-guardian/\)](https://www.clemson.edu/cusafety/cupd/rave-guardian/).
3. Learn what you can do to [prepare yourself](http://www.clemson.edu/cusafety/EmergencyManagement/) [\(http://www.clemson.edu/cusafety/EmergencyManagement/\)](http://www.clemson.edu/cusafety/EmergencyManagement/) in the event of an active threat [\(http://www.clemson.edu/cusafety/EmergencyManagement/\)](http://www.clemson.edu/cusafety/EmergencyManagement/).

## ONLINE CONDUCT

Appropriate online academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to standards of conduct, such as:

- Never transmit or promote content known to be illegal or protected by copyright.
- Never use harassing, threatening, embarrassing, or abusive language or actions.
- Respect other people's privacy as well as your own.

Online interactions that fail to meet standards of conduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in your course, please contact [Matthew Briggs \(mailto:jmbrigg@clemson.edu\)](mailto:jmbrigg@clemson.edu) and the instructor with your concerns.

## RESEARCH

Please consult the [Clemson research policies](https://www.clemson.edu/research/division-of-research/research-policies.html)  [\(https://www.clemson.edu/research/division-of-research/research-policies.html\)](https://www.clemson.edu/research/division-of-research/research-policies.html). If a course includes the use of animals, [IUCAC regulations](http://www.clemson.edu/research/compliance/iacuc)  [\(http://www.clemson.edu/research/compliance/iacuc\)](http://www.clemson.edu/research/compliance/iacuc) must be followed. If a course involves any human subjects research, this research will comply with [campus IRB regulations](http://www.clemson.edu/research/compliance/irb/)  [\(http://www.clemson.edu/research/compliance/irb/\)](http://www.clemson.edu/research/compliance/irb/). This includes research of the course itself, which, while it may fall under one of the exempt categories, needs IRB review.

[\(https://blogs.clemson.edu/inside-clemson/inside-news/what-to-do-if-there-is-an-active-shooter-on-campus/?utm\\_source=streamsend&utm\\_medium=email&utm\\_content=30463215&utm\\_campaign=Inside%20Clemson:%20Cancer%20research,%20anxiety,%20meet%20a%20tiger\)](https://blogs.clemson.edu/inside-clemson/inside-news/what-to-do-if-there-is-an-active-shooter-on-campus/?utm_source=streamsend&utm_medium=email&utm_content=30463215&utm_campaign=Inside%20Clemson:%20Cancer%20research,%20anxiety,%20meet%20a%20tiger)

## Important Academic Calendar Dates\*

Dates below are for the regular fall semester. Key dates for all fall terms, including first and second fall and minimester A, B, C, and D, and the extended academic calendar can be found on the [Academic Calendars](https://www.clemson.edu/registrar/academic-calendars/)  [\(https://www.clemson.edu/registrar/academic-calendars/\)](https://www.clemson.edu/registrar/academic-calendars/) page.

\*Academic Calendar Dates are subject to change as conditions warrant.

January 11, W	Classes Begin
January 16, M	Martin Luther King Jr. holiday
January 18, W	Last day to register or add a class or declare Audit
January 25, W	Last day to drop a class or withdraw from the University without a W grade
February 1, W	Last day to apply for May commencement
March 3, F	Last day for instructors to issue mid-term evaluations
March 17, F	Last day to drop a class or withdraw from the University without final grades
Mar 20-24, M-F	Spring break
April 10, M	Registration for summer and fall terms begins

April 27-28, Th-F	Classes meet; exams permitted in lab and one-hour courses only
May 1-5, M-F	Examinations
May 8, M	9:00 a.m. – Deadline to submit candidate grades
May 9, T	Doctoral Hooding
May 10, W	9:00 a.m. – Deadline to submit other grades
May 11-12, Th-F	Commencement

<https://clemons.instructure.com/courses/182555/assignments/1440736>

