Bachelor of Science in Nursing (BSN) Student Handbook
RN-BSN Track
2016-2017 Academic Year

DUQUESNE UNIVERSITY
School of Nursing
Dear Undergraduate Student,

Welcome to Duquesne University School of Nursing!

At Duquesne, we provide a student-centered education and serve students through a commitment to excellence in liberal and professional education because we believe that taking care of students comes with the expectation that they will ultimately take better care of patients, families, and the communities they serve.

Duquesne offers a transformational education for the mind, heart and spirit. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, and population-based care in collaboration with a variety of health care systems. We pride ourselves on creating an energetic, engaging learning environment, one that emphasizes evidence-based nursing, critical thinking, ethical practice, community service, and a commitment to social justice.

The School of Nursing has a rich innovative 79-year history that includes the first online PhD in Nursing Program in the nation in addition to other ground-breaking programs such as our Forensic Nursing Program.

The School of Nursing offers endless professional and personal opportunities for students and faculty:

- We are recognized by the National League for Nursing as a Center of Excellence for Creating Environments that Enhance Learning and Professional Development.
- Ranked #85 in Best Graduate Schools by the U.S. News and World Report
- Ranked #16 in Best Online Graduate Nursing Programs for Veterans
- Ranked #16 for Best Online Master’s in Nursing by College Choice
- Ranked #18 in Graduate Nursing Online Programs by U.S. News & World Report
- Offers outstanding online academic programs for clinicians and aspiring advanced practice nurses and leaders
- Builds on a tradition of serving our local community with our Community-Based Health and Wellness Center for Older Adults in many Pittsburgh neighborhoods; these client-focused interdisciplinary clinics are designed to prevent unnecessary hospitalization and premature institutionalization of low-income older adults.
- Our Center for Research for Underserved and Vulnerable Populations is dedicated to building a community of scholars that includes both faculty and students with a particular emphasis on topics related to health disparities, cultural competence, and chronic deviations from health.
- Exciting study abroad opportunities in our BSN, DNP, and PhD Programs
- Host the annual Rita M. McGinley Symposium Exploring Social Justice for Vulnerable Populations.
- A strong emphasis on nursing ethics
- A knowledgeable, caring committed faculty who are expert clinicians, researchers, teachers, and mentors
- A commitment to improve the health and well-being of culturally diverse individuals, groups and communities across the nation and globe.
- Technology infused, evidence-based programs

I hope you consider applying to one of our exceptional nursing programs and become part of our Duquesne nursing community. I encourage you to check the website frequently as we continue to add innovative academic and professional programs in addition to the latest news bytes about the School of Nursing.

If you are looking for a personal learning environment that delivers an outstanding educational experience, I invite you to become a Duquesne Nurse.

Sincerely,

Mary Ellen J. Mularczyk
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THE SCHOOL OF NURSING HISTORY

The School of Nursing was founded in 1935 as a unit in the College of Liberal Arts and Sciences. In 1937, it was established as a separate school and approved by the State Board of Education of the Commonwealth of Pennsylvania to confer the degree of Bachelor of Science in Nursing and the degree of Bachelor of Science in Nursing Education by Duquesne University. The program leading to the degree of Bachelor of Science in Nursing Education was designed to meet the specific needs of the registered nurse while the basic program leading to the degree of Bachelor of Science in Nursing, the first in Pennsylvania, was designed for the high school graduate. The School of Nursing continued to offer two separate degrees until 1964. In September of that year, a single revised professional nursing program was implemented for admission of both basic and registered nurse students leading to the degree of Bachelor of Science in Nursing.

In the fall of 1982, a new baccalaureate nursing program, also leading to the degree of Bachelor of Science in Nursing, was instituted and was specifically designed to meet the educational and professional needs of the registered nurse.

A second degree option was initiated in August 1991. This accelerated 12-month program is designed for students who hold a baccalaureate degree in a discipline other than nursing.

In 1986, the Graduate Nursing Program was opened to offer the Master of Science in Nursing. Today, the areas of specialization offered are: Family Nurse Practitioner; Forensic Nursing; Nursing Education and Faculty Role Track. Currently the program is offered only in an online format.

In fall 1994, the Graduate Nursing Program expanded to include study for the Doctor of Philosophy (Ph.D.) in Nursing. In 1997, this program was offered online and became the first online PhD program in the country.

In 2008, the School of Nursing opened a Doctor of Nursing Practice (DNP) program. In Fall of 2014, the School of Nursing launched a newly designed RN-BSN program and a 5-year joint Biomedical Engineering and BSN program program.

UNIVERSITY MISSION STATEMENT

Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

SCHOOL OF NURSING MISSION STATEMENT

The purpose of the School of Nursing is to prepare nurses to practice professional nursing to meet the dynamic health care needs of individuals, families, groups, and communities. Faculty facilitate the education of students in the art and science of nursing to provide ethical, holistic, culturally competent, and population-based, collaborative care.

SCHOOL OF NURSING VISION STATEMENT

From its beginnings in 1937, Duquesne University School of Nursing has challenged its students to develop their minds, hearts and spirits. Dedicated to excellence and imbued by a sense of purpose, the faculty of nursing integrates nursing science and evidence-based practice with moral and spiritual values, preparing its students to be leaders, locally and globally. As citizens of the world, we embrace ecumenism and diversity, standing with the oppressed and vulnerable and teaching by example.
SCHOOL OF NURSING PHILOSOPHY
The faculty of the School of Nursing believe that nursing is a human science profession and an academic discipline that focuses on the diagnosis and treatment of human responses to actual or potential health problems. We believe the patient, conceptualized as an individual, client, family, group or community, is the focus of the professional nurse. We believe each individual is unique and holds values and beliefs reflective of his/her culture, spiritual, and life experiences.

The faculty believe that there are core competencies that enable a nurse to provide “safe passage” for patients. The core competencies are the basis of the nurse’s ability to provide, design, manage and coordinate caring practices. These core competencies are: clinical judgment, advocacy, caring practices, systems thinking, response to diversity, facilitation of learning in patients and staff, clinical inquiry, and collaboration.

The faculty believe that they serve students by being strong role models through their own commitment to excellence as teachers, scholars and clinicians. The faculty are dedicated to cultivating a sense of professional empowerment, a desire for life long learning, and a passion for social justice in our students. An innovative curriculum based on the changing health care needs of society and the health care delivery system is integral to the commitment of the faculty to student learning and development.

The faculty believe that students learn best when they actively engage in the learning process. The faculty desire to work with students as a community of learners in which all function at a high level of accountability, flexibility, and integrity. In that way, a true learning environment can be created that fosters the exchange of diverse ideas and opinions, and advances collaboration. In such a learning community, progress can be anticipated and the efficient use of technology can be assessed and incorporated into the total health care environment. An appropriate balance between technology and aspects of human touch and caring is sought.

VALUE STATEMENT OF INCLUSION
Duquesne University School of Nursing creates an environment that values a culture of inclusion and openness for faculty, staff and students, and its community partners in pursuit of teaching/learning, scholarship, research and services both locally and globally.

CONCEPTUAL FRAMEWORK
The curriculum flows logically from the conceptual framework originally developed by the American Association of Critical Care Nurses. The Synergy model suggests that patient outcomes are enhanced when the nurses’ competencies are compatible with the characteristics or needs of the patient. When applied in the educational system, the center of attention for the model is the students and their learning. In the academic environment, developmental needs of the students are advanced when faculty competencies are aligned with the learning needs of nursing students. The competencies of the nurse identified in the model are those the faculty envisions as essential to the success of the nurses’ interventions. Underlying all of the nurses’ competencies is the unique contribution of nurses to provide “safe passage” for patients and their families through the health care environment. According to Curly (1998) these competencies are:

1. Clinical judgment – clinical reasoning that underpins decision-making in clinical practice, includes the assessment of given patient care situations, and nursing skill.

2. Advocacy and moral agency – representing the interests of the “other” and identifying and working to manage or explain ethical and clinical concerns. This dimension acknowledges the unique trust inherent in the nurse patient relationship.
3. Caring practices – constellation of nursing activities that are responsive to the uniqueness of the patient, family, group and community and create therapeutic environment. Caring practices include: vigilance, engagement and responsiveness.

4. Facilitation of learning – ability to use self to maximize patients’ learning.

5. Collaboration – working with others to promote and encourage each person’s contribution to achieving optimal goals for the patient. This includes intra and interdisciplinary work.


7. Response to diversity – sensitive to recognize appreciate and incorporate differences between and among people along multiple dimensions in the provision of care.


**PROGRAM OUTCOMES**

1. **Integrates clinical judgment skills when implementing care for individuals, families, groups, and community.**
   - Analyzes one's clinical judgment skills when implementing care for individuals, families, and groups.
   - Demonstrates clinical judgment skills when implementing care for individuals.
   - Explains the meaning of, necessity for, using clinical judgment skills in one's professional role.

2. **Role models ethical, legal, and professional standards into one's professional nursing practice when acting as a moral agent.**
   - Engages in ethical decision making.
   - Practices within the ethical and legal framework of one's profession.
   - Differentiates between the ethical and the legal aspects of one's profession.

3. **Displays a caring attitude in all aspects of one's practice.**
   - Integrates caring into all aspects of one's practice.
   - Initiates caring behaviors with self and others.
   - Expresses the importance of caring to professional practice.

4. **Institutes collaborative efforts for the improvement of care to individuals/families, and communities.**
   - Engages in collaboration with others in planning and implementing care.
   - Describes the meaning of collaboration for the improvement of health care.
   - Identifies the meaning of collaborative care to one's practice.

5. **Demonstrates the ability to utilize integrated systems analysis for personal and professional navigation of the health care delivery systems.**
   - Examines the use of various strategies within the system that can be used to improve patient outcomes.
   - Explains how changes in the system can affect patient outcomes.
   - Identifies the meaning of a systems thinking approach.
6. Integrates culturally congruent care in caring for individuals/families of diverse populations.
   - Implements care in a culturally sensitive manner with all persons.
   - Illustrates examples of culturally sensitive care.
   - Describes the meaning of cultural sensitivity.

7. Engages in evidence based practice.
   - Interprets the research process methodology as it is related to sound practice.
   - Gives examples of research based practice.
   - Explains the meaning of clinical inquiry to a profession.

8. Incorporates teaching/learning process into all aspects of one’s practice.
   - Engages in the development of teaching plans to promote the health of patients, groups, and communities.
   - Explains the teaching/learning process.
   - Discusses the relationship of teaching to health promotion.

9. Participates in ongoing educational activities that enhance professional growth and improve health care.
   - Identifies extra-curricular opportunities to enhance professional development
   - Articulates the benefits of engagement in activities that support professional development
   - Utilizes best practices in improving the health of individuals, groups, and communities

10. Utilizes evolving information technologies to enhance professional nursing practice.
    - Utilizes technology in academic and clinical settings
    - Participates in analysis of ethical considerations when using technology
    - Demonstrates competencies in the use of technology in the clinical setting

11. Communicates effectively both verbally and in writing to all individuals and groups.
    - Incorporates major communication theories in all interactions.
    - Analyzes factors that promote/interfere with effective communication.
    - Examines the major principles of therapeutic communication.

12. Uses leadership abilities to influence professional nursing practice.
    - Examine nursing leadership roles
    - Apply the principles of leadership in clinical environments
    - Participate in interprofessional collaboration to influence efficiency of healthcare services

13. Evaluates the interrelationship of nurse competencies and the patient characteristics to patient outcomes.
    - Utilizes the unique strengths of the patient characteristics and the nurse competencies to affect patient outcomes.
    - Examines the interrelationship of nurse competencies and the patient characteristics to patient outcomes.
    - States the patient outcomes and the nurse competencies.
**INTRODUCTION**

**RN-BSN PROGRAM OF STUDY**

**CREDIT FOR BASIC NURSING PROGRAM = 60 credits**

**UNIVERSITY CORE/ELECTIVES = 30 credits**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Can Transfer</th>
<th>Must Take at Duquesne</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 125</td>
<td>Fundamentals of Statistics</td>
<td>3 cr.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCOR 101</td>
<td>Thinking &amp; Writing Across the Curriculum</td>
<td>3 cr.</td>
<td>X</td>
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</tr>
<tr>
<td>UCOR 102</td>
<td>Imaginative Literature and Critical Writing</td>
<td>3 cr.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCOR 132</td>
<td>Basic Philosophical Questions</td>
<td>3 cr.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>UCOR ***</td>
<td>Creative Arts (choose one)</td>
<td>3 cr.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ARHY 100 Understanding Art</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MUNM 170 Enjoyment of Music</td>
<td></td>
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<tr>
<td>UCOR ***</td>
<td>Theology Core (choose one)</td>
<td>3 cr.</td>
<td>X</td>
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<tr>
<td></td>
<td>UCOR 141 Biblical Historical Perspectives</td>
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<td></td>
<td>UCOR 142 Theological Views of Human Person</td>
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<td></td>
<td>UCOR 143 Global and Cultural Perspectives</td>
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<tr>
<td>UCOR***</td>
<td>Faith and Reason (choose one)</td>
<td>3 cr.</td>
<td>X</td>
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</tr>
<tr>
<td></td>
<td>HIST 174 Sacred Places</td>
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<tr>
<td></td>
<td>THEO 280 Faith and Reason</td>
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**RN-BSN Courses = 30 credits**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Can Transfer</th>
<th>Must Take at Duquesne</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPNS 112</td>
<td>Information Technology and Nursing Practice</td>
<td>3 cr.</td>
<td></td>
<td>GPNS 339 W Genetics in Nursing and Health 3 cr</td>
</tr>
<tr>
<td>UPNS 222 W</td>
<td>Examining Contemporary Nursing and Healthcare Issues</td>
<td>3 cr.</td>
<td></td>
<td>UPNS 411 Nursing Ethics Across the Life Span OR the Graduate Course* Health Care Ethics in Practice and Policy 3 cr</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GPNG 526</td>
</tr>
<tr>
<td>UPNS 223</td>
<td>Population Based Health and Community Health Nursing (4T/2CL)</td>
<td>6 cr.</td>
<td></td>
<td>UPNS 423 W Evidence Based Approaches to Professional Nursing Practice OR the Graduate Course* Evidence Based Nursing Practice and Policy Development 3 cr</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>GPNG 524</td>
</tr>
<tr>
<td>UPNS 326</td>
<td>Pathophysiology for Nursing Practice</td>
<td>3 cr.</td>
<td></td>
<td>UPNS 428 Organizational and Clinical Leadership in Nursing and Healthcare OR the Graduate Course* Organizational and Clinical Leadership in Nursing and Healthcare 3 cr</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>GPNG 525</td>
</tr>
<tr>
<td>UPNS 327</td>
<td>Practice, Advocacy and Policy Issues for the Older Adult</td>
<td>3 cr.</td>
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</tr>
</tbody>
</table>

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**Optional Courses:**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Can Transfer</th>
<th>Must Take at Duquesne</th>
</tr>
</thead>
<tbody>
<tr>
<td>UPNS 493</td>
<td>Specialties in Professional Nursing: Seminar</td>
<td>3 cr.</td>
<td></td>
<td>GPNS 494 Specialties in Professional Nursing: Practicum 3 cr</td>
</tr>
</tbody>
</table>

W=Writing Intensive

*RN-BSN students in good standing may enroll in a maximum of 3 graduate level courses (9 credits total). Contact your Academic Advisor to see if you qualify.*

Revisions to curricula are ongoing.
**UPNS 112 Information and Technology for Nursing Practice - 3 credits**

This course prepares the student for beginning use of technology in the delivery of nursing care and how it impacts patient care. The automation of data management through information systems, mobile technology, telecommunications and the impact of these technologies on nursing practice and research are addressed in the context of health care informatics. Actual problem-solving on how computerization can improve the efficiency of nursing care delivery at the bedside will be emphasized.

**UPNS 222W Examining Contemporary Nursing and Healthcare Issues - 3 credits**

This course challenges the Registered Nurse to examine the role of professional nursing in the current and future healthcare environment. The historical, contemporary and potential influences on nursing practice are examined and applied to current practice. Professional development and emerging nursing roles in various inter-professional healthcare arenas are explored. Current healthcare delivery systems, issues and trends, and the IOM core competencies and their application to professional nursing practice will be discussed.

**UPNS 223 Population Based Health and Community Health Nursing - 6 credits**

*(4 cr. theory/2 cr. clinical: 90 hours)*

The didactic portion of this course will serve as a foundation in providing culturally competent health care at the individual, family, community, and population-based levels. Health management strategies such as individual case, disease, and population-based approaches will be discussed within the context of local, regional, national, and global health promotion initiatives. Emphasis is placed on assessment and analysis of culturally congruent care as related to clinical practice and models of trans-cultural care. Health promotion concepts such as epidemiology, health disparities, health care access, available resources, healthcare cost and quality, lifestyles, and disease screening will be discussed.

The clinical portion of this course will prepare students for active and responsible community participation as professional nurses in order to impact health and wellness of diverse communities through the instruction, meaningful service, and critical reflective thinking.

Prerequisites: UPNS 222W Contemporary Nursing and Healthcare Issues and UPNS 326 Pathophysiology for Nursing Practice

**UPNS 326 Pathophysiology for Nursing Practice - 3 credits**

This course explores the mechanisms involved in the pathogenesis of body systems throughout the lifespan. Emphasis is on understanding pathophysiology as an alteration in normal physiological functioning of individuals and the presentation of selected pathophysiology and subsequent symptomatology in diverse individuals across the lifespan. The scientific approach will provide understanding of the mechanisms of disease as they are related to clinical decision-making for health promotion, risk reduction, and disease management.

**UPNS 327 Practice, Advocacy and Policy Issues for the Older Adults - 3 credits**

Aging is a universal human experience: a complex phenomenon that shapes individuals, families and societies. In this course, students will examine the public policy process and practice issues relevant to older adults. National and state initiatives, implementation processes and consequences, interest group and other involvement in the policy process will be explored from nursing and ethical perspectives. The course will raise consciousness and focus on developing advocacy skills in the practice setting and public policy process, as well as, provide emphasis on health care reform and major policies affecting the older adult. The impact of gender, race/ethnicity, socioeconomic/ marital/immigration status, urban/rural demographics and human dignity will be discussed from a policy viewpoint.
INTRODUCTION

**UPNS 339W Genetics in Nursing and Health - 3 credits**
This course will discuss the implications of the Human Genome Project and how to apply genetic knowledge to patient knowledge and health promotion/screening in the following ways: identifying those in need of genetic testing, offering genetic information, recording genetic information, referring patients and families for further genetic information and evaluation, advocacy for privacy, confidentiality, and non-discrimination with regard to genetic information, and participate in management of patients with genetic conditions. The ethical consideration as they relate to genetics will also be explored.

**UPNS 411 Nursing Ethics Across the Life Span - 3 credits**
This course introduces undergraduate nursing students to ethical dimension of nursing practice. It presents the processes of moral reasoning and ethical theories, values, virtues, principles and other influences on the student's capacity to recognize, identify and respond to potential and actual ethical issues. The course examines contemporary professional and clinical ethics issues that influence nursing practice, and to a lesser degree, it introduces students to ethical issues at the organizational level in health care. The relationships between ethical and legal principles are also examined. Various models of ethical decision-making are explored as students apply these frameworks to resolve ethical dilemmas. Students will also examine the role of professional codes of ethics and the legal standards that influence the ethical practice of nurses. Prerequisite: Successful completion of all Junior Level courses. Open to all health profession majors. Priority registration is given to nursing students.

**UPNS 423 Evidence Based Approaches to Professional Nursing Practice - 3 credits**
This course will introduce the student to the theoretical and research bases on which practice is built. The course focuses on the use of both qualitative and quantitative research in nursing practice. Students will examine the knowledge that guides nursing interventions, evidenced based practice, outcomes research and critique published research reports. The importance of reviewing the nursing literature in order to make informed practice decisions will be addressed. Ethical issues as they relate to research and practice will be discussed. Prerequisite: Successful completion of all Junior Level courses.

**UPNS 428 Organizational and Clinical Leadership in Nursing and Healthcare - 3 credits**
This course provides the student with the opportunity to reflect on nursing leadership from the vantage point of nursing leaders in different roles and career trajectories. Focus is on use of outcome data to evaluate nursing care delivery systems and propose quality improvement initiatives, consider enduring practice issues, social justice/diversity issues, as well as, address personal and professional development. Students will address how nursing leadership influences patient care, nursing practice and personal/professional development.

**UPNS 493 Specialties in Professional Nursing: Seminar - 3 credits**
This course provides an opportunity for the student to identify and critically examine a nursing specialty area. Course content allow the framework for students to explore historical, philosophical, and theoretical foundations of that specialty within nursing, in addition to the professional issues and trends. Students will explore how nursing provides leadership to promote positive patient outcomes in the context of the specialty. Accountability, interdisciplinary collaboration, care continuity, timeliness, and cost-effectiveness of healthcare delivery are examined. Includes role exploration for the nurse relative to the specialty and will contribute to the practicum project development (UPNS 494 Specialties in Professional Nursing: Practicum).
INTRODUCTION

UPNS 494 Specialties in Professional Nursing: Practicum - 3 credits
This course provides an opportunity for the student to implement an evidence-based project within the nursing specialty selected for UPNS 493. During the course, students will choose a nursing practice requiring evidenced-based practice evaluation and focus on reviewing the relevant evidence for the policy update or practice change.
Registration and General Information
COMPUTER REQUIREMENTS
If you purchased a new computer within the past three years, most likely the processor, hard drive, and memory are sufficient for the majority of your computing needs. It is essential to have removable storage (CD-RW, thumb drive, or external hard drive) in order to back up your files.

If you have specific questions regarding your computer, contact the CTS Help Desk at 412-396-4357 or help@duq.edu.

EMAIL
All students are expected to use their DU email account to send and receive all School of Nursing communication. All communication from the SON is delivered via DUQ email. Students are responsible for information they may have missed due to not checking their DUQ account regularly.

TECHNICAL STANDARDS
Duquesne University is committed to admitting qualified students without regard to race, color, age, national or ethnic origin, disability, sex, marital status, sexual orientation or religion. The mission of the School of Nursing is to prepare nurses to practice professional nursing to meet the dynamic health care needs of individuals, families, groups and communities through a liberal education focused on the art and science of nursing providing ethical, holistic, culturally competent, and population-based care in a variety of healthcare settings.

In preparation for the professional nursing roles, nursing faculty expect the student to demonstrate physical ability and show emotional stability to meet the demands of a rigorous BSN program. Nursing program applicants and continuing students in the program must be able to meet the cognitive, affective and psychomotor requirements of the curriculum.

Specific essential abilities or technical standards have been identified by the School of Nursing in accordance with Section 504 of the Rehabilitation Act of 1973 and the 2009 Americans with Disabilities Act Amendment (ADAAA). These technical standards include all of the nonacademic abilities essential for the delivery of safe, effective nursing care. These standards are designed to establish performance expectations that will enable students to deliver safe, effective care during clinical practice activities, with or without reasonable accommodations. Qualified applicants and students are expected to meet all admission criteria, as well as these technical standards with or without reasonable accommodations and to maintain related satisfactory demonstration of these standards for progression through the program.

The School of Nursing is committed to enabling students with identified disabilities by reasonable means or accommodations to complete academic and experiential learning required for completion of the Bachelor of Science in Nursing.

Therefore, any applicant or student who seeks accommodation at the time of admission or at any time during progression in the program will be evaluated and receive an assessment of the types of reasonable accommodation needed for the clinical practice component of the program.

The technical standards that have been identified as necessary to meet nursing curriculum technical standards requirements include, but are not necessarily limited to the following:

General Abilities
To provide quality nursing care the student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell so that data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. The student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability
to perceive pain, pressure, temperature, position, equilibrium and movement. A student must be able
to respond promptly to urgent situations that may occur during clinical practice activities nor hinder the
ability of other health care team members to respond promptly.

**Observational Ability**
The student is expected to be able to observe the patient holistically to accurately assess any health/
ilness alterations. These include the ability to make accurate visual and acoustic observations and
interpret them in the context of laboratory studies, medication administration, and patient care
activities. Inherent in this observation process is the functional use of the senses and sufficient
motor capability to carry out the necessary assessment activities.

**Communication**
The student is expected to be able to effectively communicate and receive communication, both verbally
and non-verbally and to translate this information to others. This requires the ability to see, speak,
hear, read, write, and effectively utilize the English language**. A candidate must be able to elicit
information, describe changes in mood, activity and posture, and perceive nonverbal communications.
A candidate must be able to communicate effectively and sensitively with patients. Communication
includes written and oral communication to patients, families, and members of the health care team.

**English as a Second Language students will follow the University ESL policy.**

**Motor Ability**
The student is expected to be able to perform gross and fine motor movements required to provide
holistic nursing care including the ability to perform inspection, palpation, percussion, auscultation,
and other diagnostic maneuvers as well as gross motor skills such as turning, transferring, transporting,
and exercising the patients/clients. The student is expected to have the psychomotor skills necessary
to perform or assist with procedures, treatments, administration of medications, and emergency
interventions such as cardiopulmonary resuscitation, the administration of parenteral medication, the
application of pressure to stop bleeding, and the suctioning of obstructed airways. A student must also
be able to protect the patient in emergency situations such as fire. Such actions require coordination of
both gross and fine muscular movements, equilibrium and functional use of the sense of touch, hearing,
and vision. The student is expected to be able to maintain consciousness and equilibrium, and have the
physical strength and stamina to perform satisfactorily in clinical nursing experiences.

**Intellectual - Conceptual Ability**
The student is expected to have the ability to develop and refine problem solving skills and demonstrate
the ability to establish plans of care and set priorities. This includes the ability to measure, calculate,
reason, analyze, and synthesize objective as well as subjective data in a timely manner and make
decisions that reflect consistent and thoughtful deliberation of the appropriate data. The student is
expected to be able to listen, speak, read, write, reason, and perform mathematical functions at a level
which allows the student to process and understand the materials presented in both a written and a
verbal format throughout his or her course of study.

**Behavioral/Social Attributes**
The student is expected to demonstrate compassion, integrity, motivation, accountability, effective
interpersonal skills, and concern for others. The student is expected to have the emotional stability to
fully utilize his/her intellectual abilities, exercise sound judgment, complete assessment and
intervention activities, and develop sensitive interpersonal relationships with patients/clients, families,
and others responsible for health care. Students are expected to have the ability to establish rapport and maintain sensitive and confidential interpersonal relationships with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds. The student is expected to have the flexibility to function effectively under stress, including emergency situations; the individual is expected to be able to learn to adapt to changing environments, to display flexibility, arrive on time and meet the demands for timely performance of duties, accept and integrate constructive criticism given in classroom and clinical setting and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

(Adapted with permission from Creighton University School of Nursing Safety and Technical Standards Policy and Procedure, 2008)

Students requesting accommodation should contact the Duquesne University Office of Special Student Services at 412-396-6657/6658 or specstudentserv@duq.edu.

Confidentiality
The handling of all records and subject information for all evaluations will be strictly confidential and revealed only to those required to have access. Any breach of confidentiality will be considered serious and appropriate disciplinary action will be taken.

Misrepresentation
Any identified misrepresentation, falsification, or material omission of information from an applicant discovered during the admission process or student during ongoing enrollment when clinical course eligibility if deliberated, may result in exclusion from clinical activities, or immediate dismissal.

Technical Standards are posted on the admissions page of the School of Nursing website. All requests for accommodation by applicants or current students are to be directed to the University Office of Special Student Services. In certain circumstances, the Assistant Dean for Recruitment and Enrollment Management, Assistant Dean for Student Affairs, Undergraduate Program Chair, or Clinical Coordinator may be consulted, as needed, by the Office of Special Student Services to determine reasonable accommodation for clinical practice. A student wishing to appeal a decision regarding accommodation should do so, in writing, to the Dean within fourteen (14) working days from the student’s receipt of notice of the decision. The decision of the Dean on appeal shall be final.

MULTIPASS INSTRUCTIONS
The University uses a MultiPass system that will allow you to access a variety of electronic resources at Duquesne through the internet. DORI (Duquesne Online Resources and Information) is the portal through which you can access information, including the ability to view and print your course schedule, and access your DU email and Blackboard. To begin the process, you must initialize your MultiPass account at www.duq.edu/multipass. Follow the directions on the MultiPass website to set up your account. To make the transition a little easier, we have directions for accessing your student schedule, your DU email, and Blackboard in this handbook. Please remember that you must initialize your MultiPass account in order to gain access to these resources.
**ACADEMIC CALENDAR**
The academic year for RN-BSN students is based on 5 terms, fall term 1, fall term 2, spring term 3, spring term 4 and summer term, which run approximately as follows:

- Term 1 runs from late August to mid-October
- Term 2 runs from mid-October to mid-December
- Term 3 runs from early January to early March
- Term 4 runs from early March to early April
- Term 5 runs from early May to early July

**2016-2017 Academic Calendar**

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<thead>
<tr>
<th>2016 Fall</th>
<th>2017 Spring</th>
<th>2017 Summer</th>
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</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 1</td>
<td>Term 1</td>
</tr>
<tr>
<td>8/22/16 – Classes Begin</td>
<td>1/12/17 – Classes Begin</td>
<td>5/15/17 – Classes Begin</td>
</tr>
<tr>
<td>8/26/16 - Last day for Add/Drop</td>
<td>1/19/17 - Last day for Add/Drop</td>
<td>5/19/17 - Last day for Add/Drop</td>
</tr>
<tr>
<td>9/23/16 - Last day for withdrawal</td>
<td>2/17/17 - Last day for withdrawal</td>
<td>6/16/17 - Last day for withdrawal</td>
</tr>
<tr>
<td>10/14/16 – Classes End</td>
<td>3/9/17 – Classes End</td>
<td>7/7/17 – Classes End</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Term 2</th>
<th>Term 2</th>
<th>Term 2</th>
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</thead>
<tbody>
<tr>
<td>10/17/16 – Classes Begin</td>
<td>3/13/17 – Classes Begin</td>
<td></td>
</tr>
<tr>
<td>10/21/16 - Last day for Add/Drop</td>
<td>3/17/17 - Last day for Add/Drop</td>
<td></td>
</tr>
<tr>
<td>11/18/16 - Last day for withdrawal</td>
<td>4/17/17 - Last day for withdrawal</td>
<td></td>
</tr>
<tr>
<td>12/15/16 – Classes End</td>
<td>5/10/17 – Classes End</td>
<td></td>
</tr>
</tbody>
</table>

**ACADEMIC ADVISEMENT**
Every student attending the University is assigned an academic advisor.
The Advisor for the RN-BSN Program is:

**RN-BSN Program Students**
Mrs. Meg Barefoot  
550B Fisher Hall  
412-396-2332  
barefoot@duq.edu

Students are to consult with their academic advisor prior to registration each semester as well as to discuss any questions or concerns related to your progression at any time during the semester.

To make an appointment, students must use the Starfish scheduling tool located in Blackboard on Meg Barefoot’s Advisor site. Please contact Mrs. Barefoot if you need assistance with registration.

**DUQUESNE ONLINE RESOURCES AND INFORMATION (DORI)**
DORI is a portal through which you can access Duquesne University information, including the ability to view and print your course schedule, your financial aid package, your tuition bill and a multitude of other resources and services. DORI also serves as your access to Blackboard.
Another important resource is the Nursing Student Intranet Site which is located by clicking on the Index icon at the top of the page, then look for the “Schools in DORI” section in the middle of the page and click on Nursing. This site functions as a “bulletin board” as well as a resource for a variety of information including announcements, student handbooks and policies, job opportunities, scholarship information, etc.

**eBILLS ON SELF SERVICE BANNER**

The tuition billing process at the university is paperless. All bills can be viewed via Access Quik Pay prior to the start of the semester. Monthly announcements are sent to the student’s official Duquesne email address when bills are ready. To access eBills, log on to Self Service Banner and choose the option eBill-ePayment Account Inquiry. Once logged in, there are several options:

- View most current account status 24 hours a day.
- Add others as authorized payers to receive eBill announcements and make payments
- Print the eBill

**DU CARD**

All students are required to have a [DU Card](#) to be in compliance with the School of Nursing. If you live local to Pittsburgh, you are welcome to come to campus any time during DU Card Center hours to obtain your ID card. You must be registered for classes to be eligible to receive your ID card.

If you do not live in the Pittsburgh area or are not able to come to campus, you can obtain your DU ID Card by providing a photo of yourself, saved as a JPEG file, which meets the following requirements:

- Headshot only
- Taken in color
- Taken in the last 6 months
- Taken in front of a plain white background
- Taken in full-face view directly in front of camera
- Taken with no hats or sunglasses
- Accompanied by a scanned copy of your driver’s license or passport photo ID

Both the photo and the accompanying verification photo should be emailed directly to your Graduate Advisor, Meg Barefoot ([barefoot@duq.edu](mailto:barefoot@duq.edu))

The files will be sent to the DU Card Center for ID processing. The card will then be mailed out to the student.

*Your Banner ID number can be found on DORI under the Self Service Banner tab. Go to Student Information > Student Records > View Student Information. Look for the D00___ number on the right side of the screen before your name.*

**UPDATING YOUR PERSONAL INFORMATION**

Although it is possible to update an address in Self Service Banner, it is the responsibility of the student to keep the Office of Student Affairs informed of any change in name, address, telephone, fax number, or email address. The optimal time to do this is at pre-registration. However, it is the
responsibility of the student to verify that the Registrar’s office has made the appropriate changes. If personal contact information changes at any other time, students are to contact the Registrar and the Office of Student Affairs promptly.

**REGISTRATION HOLD, RESTRICTIONS, OR PROBLEMS**

You will not be able to complete your registration process if you have a restriction placed on your account. Please check “View Holds” prior to attempting to register either with your academic advisor or via Self Service Banner. To access “View Holds” via Self Service Banner, click on the Student Information tab and select the “View Holds” link. Please follow instructions contained in the link to remove holds.

A technical problem may prevent you from accessing Self Service Banner. If you receive an error message, you may contact the CTS helpdesk for technical assistance at 412.396.4357.

**CHANGE OF SCHEDULE AND ADD/DROP**

Students requiring a change of class schedule (to change class times or to add/drop a class), are permitted to do so during the periods of Pre-registration, Final Registration, and Late Registration. Change of class schedule is not permitted after the Latest Date for Change of Schedule as announced in the Academic Calendar published on DORI. All schedule changes must be approved by the academic advisor. Schedule changes during Late Registration must also have the signature of the faculty members whose classes are being dropped or added. Courses dropped after the deadline for making schedule changes are classified as course withdrawals. Complete withdrawal refunds are based on dates published in the Schedule of Courses booklet.

**LATE PAPERS AND ASSIGNMENTS**

Students are responsible for submitting all written work for a course to the instructor by the deadline. Professors are not obliged to accept any work beyond the deadline or to grant extensions. All arrangements for submission of late work must be negotiated directly between the student and professor.

**LOST ASSIGNMENTS**

It is the student’s responsibility to see that the instructor receives all work/assignments submitted, including online submissions such as those in Blackboard. Students should always make and keep a copy of all papers/assignments submitted.

**TIME LIMIT FOR DEGREE COMPLETION**

Degree requirements must be completed within 6 years after initial enrollment. A student’s academic record is continually evaluated in terms of curriculum and changes that may occur over their enrollment period and the student is advised of any modifications required for graduation. Additional courses may be required.

A student with extraordinary circumstances may apply for an extension of this time limit. A written request to the Academic Standing Committee for extension of the statute of limitations should include a reason for the request, and a plan and proposed date for completion of the degree.

The student will be notified in writing by the Academic Standing Committee of the decision.
ACCESS TO AND ACCURACY OF STUDENT RECORD

The School of Nursing maintains individual files on all current students in the Office of Student Affairs. Students have access to their records for review upon request.

Requests to review files are to be made through the Office of Student Affairs. Records must be reviewed in the School of Nursing and may not be removed. Documents may not be removed from the files.

Students are ultimately responsible for maintaining the accuracy of their records. It is the responsibility of the student to regularly review their academic program and progress with the Academic Advisor to ensure accuracy.

CONFIDENTIALITY AND PRIVACY

As a student or faculty member at Duquesne University School of Nursing (DUSON), students may have access to “Confidential Information”. The purpose of this agreement is to help students understand their obligations regarding confidential information.

Confidential information is protected by Federal and State laws, regulations, including HIPAA, the Joint Commission on Accreditation of Healthcare Organizations standards, and strict University policies. The intent of these laws, regulations, standards and policies is to insure that confidential information will remain confidential—that is, that it will be used only as necessary to accomplish the purpose for which it is needed. DUSON has its own policies that reflect these regulations as well as best ethical standards. Additionally, students must also know and abide by the policies of all clinical sites you attend during your time as a DUSON student or faculty member.

Students are required to conduct themselves in strict conformance with applicable laws, standards, regulations and University polices governing confidential information. Anyone who violates any of these rules will be subject to discipline, which might include, but is not limited to, expulsion from DUSON. In addition, violation of these rules may lead to civil and criminal penalties under HIPAA and potentially other legal action.

Students may have access to confidential information, which includes, but is not limited to, information relating to: 1) medical record information (includes all patient data, conversations, admitting information, demographic information and patient financial information); and 2) Protected Health Information (PHI) as defined by HIPAA.

As a DUSON Student:

- You will only use confidential information/data as needed/necessary to perform your duties as a student or faculty member affiliated with DUSON.
- You will not in any way divulge, copy, release, sell, loan, review, alter or destroy any confidential information/data except as properly authorized within the scope of your professional activities affiliated with DUSON.
- You will not misuse confidential information/data.
- You understand that your obligations under this Agreement will continue after your affiliation with the DUSON terminates.
- You are responsible for knowing and abiding to all confidentiality policies in specific clinical setting where you engage in clinical coursework, rotations, and preceptorships.
- You must remove all patient information from any hard copy or electronic source carried by the student or faculty member prior to leaving the facility. Any patient identifying information including name, medical record number, address, must be totally removed from any record, paper, or electronic media prior to leaving the facility.
• You must remove ALL patient identifying information from all class assignments.
• You must ensure that laptops, tablets, iPads or any other electronic devices used at clinical facilities are password protected.

DUSON may take disciplinary action against you up to and including termination or expulsion in the event you violate this Confidentiality Agreement.

ELECTRONIC DEVICES IN THE CLASSROOM AND CLINICAL SETTING
No personal phone conversations or texting are allowed at any time while in patient/client areas. If the student needs to respond to an emergency text or phone call during clinical, the student is asked to leave the area and respond as deemed necessary.

SOCIAL MEDIA
Social media has a powerful presence in the world today. Students must conduct themselves with the full knowledge that no online social media site is truly private or temporary, the corporations are constantly collecting data for use at a later time, and that anything you post may be available at any time. This includes faculty members, patients, families, and future employers.

In addition, students must be cognizant of your association with Duquesne University in online social networks. If you identify yourself as a student and that your views are your own, make sure that everything you post reflects how you wish to be viewed by the world as a professional and ethical healthcare provider.

HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage and violations could results in academic and professional sanctions, per the “Confidentiality and Privacy” policy. Keep in mind that “identifiable information” does not just mean names: students should not discuss ANY patient information online in any capacity.

In recognition of this issue’s importance, the National Council of State Boards of Nursing has developed a brochure than can be downloaded, “A Nurse’s Guide to the Use of Social Media.” (link: https://www.ncsbn.org/Social_Media.pdf)
Student Support Services
SCHOOL OF NURSING FACULTY MENTORS
All students will be assigned a faculty mentor during their first semester. This mentor is a full-time
nursing faculty member who is available to meet with you to discuss academic issues, personal/social
issues, and/or career plans.

The faculty mentor is NOT your academic advisor although you may wish to discuss aspects of your
program of studies, nursing courses, and other academic issues or opportunities with him/her. A mentor
may be most helpful to you in guiding you in your career planning and making wise choices as you
progress in your program of studies.

UNIVERSITY WRITING CENTER 412-396-5209 | WRITINGCENTER@DUQ.EDU
The Writing Center at Duquesne University is devoted to the process and practices of writing by helping students become better writers. Writing Center Consultants are available to students of all levels and majors at the university.

UNIVERSITY COUNSELING AND WELLBEING CENTER 636 FISHER HALL | 412-396-6204
The University Counseling and Wellbeing Center (UCWC) offers free confidential personal psychotherapy to all currently enrolled Duquesne students. Confidential short-term personal psychotherapy is provided for a variety of reasons, such as difficulty adjusting to college life, personal and/or emotional distress, homesickness, test anxiety, sleep disturbances, etc. Students in need of more frequent, long-term psychotherapy will work with our case manager to find resources that will meet his/her needs.

PSYCHOLOGY CLINIC ROCKWELL HALL | 412-396-6562
The University Psychology Clinic offers brief counseling and longer term psychotherapy to Duquesne students. Doctoral students in clinical psychology provide all services under supervision of licensed clinical faculty. Students pay $10 per sessions or lower fees according to income. The clinic is located in a pleasant, private setting on the 9th floor of Rockwell Hall. Confidentially is upheld. The Clinic is open Monday through Friday, 8:00 – 4:00 and early evening hours are available. For an initial interview, call 412-396-6562.

HEALTH SERVICE OFFICE SECOND FLOOR, STUDENT UNION | 412-396-1650
The Health Service Office provides for the evaluation and treatment of illness and injury for all full time, commuter, and resident students. This is covered by the Health Service fee charged to all students. Routine physicals, allergy injections, and immunizations are also available for a fee.

LEARNING SKILLS CENTER GROUND FLOOR, ADMINISTRATION BUILDING | 412-396-6636
The Michael P. Weber Learning Skills Center provides individualized academic support services, including free tutoring, academic advisement, diagnostic and prescriptive academic planning, and personal and financial aid counseling. Trained educational specialists are available to assist students in adjusting their academic plans to accommodate specific strengths and weaknesses based on results of diagnostic tests.

CAMPUS MINISTRY 102 ADMINISTRATION BUILDING | 412-396-6020
University Campus Ministry works closely with all departments of the Office of Student Life to be present to the spiritual growth of students who live on campus or commute. This office provides
pastoral counseling and spiritual direction to all interested students. They offer a variety of liturgical and sacramental programs for the campus community as well as Bible study and social and community outreach programs.

**OFFICE OF STUDENT CONDUCT**

114 DUQUESNE UNION | 412-396-6642

The Office of Student Conduct coordinates and administers the University's judicial system in conjunction with the Office of Residence Life. The primary purpose of the judicial system is to promote responsible citizenship through enforcement of the Code of Student Rights, Responsibilities, and Conduct.

The system is intended to emphasize student learning through a development process that holds individuals accountable for their actions and provides opportunities for personal growth and respect for others. Any member of the university community may file charges against any student for alleged violations of the Student Code.

**DUQUESNE CARES – DRUG AND ALCOHOL SERVICES**

ASSUMPTION HALL | 412-396-5834

Duquesne CARES is the office of Alcohol and Other Drug Services. Duquesne CARES provides personal counseling for alcohol/drug-related problems, evaluations, referrals to treatment programs, prevention/education programs, and Twelve-Step support group meetings. This office provides resource materials as well as in-service training to students.

**FINANCIAL AID**

GROUND FLOOR, ADMINISTRATION BUILDING | 412-396-6607

Financial aid includes scholarships, grants, loans, and part-time employment awarded to help meet the cost of education. The Financial Aid department will assist you in obtaining various types of financial support as long as you meet eligibility requirements. Scholarships and grants may be awarded by the university, the School of Nursing, or external private and public foundations.

The Office of Student Affairs in the School of Nursing administers all School of Nursing and external nursing scholarships. School of Nursing scholarships are announced annually in the early fall via email, on the Nursing Student Site in Blackboard, and on bulletin boards so that you will have an opportunity to apply. External scholarship opportunities come at varying times during the academic year and are also posted as above.

Students with dire financial need should contact the Assistant Dean, Student Affairs, for guidance.
School of Nursing
Academic Policies
SCHOOL OF NURSING ACADEMIC POLICIES

GRADING SCALE
The grading scale described below will be used in evaluating the theory components of all nursing courses. The method of grade assignment will be determined by the course faculty members. The School of Nursing does not round grades.

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>NUMERICAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92.00 – 100</td>
</tr>
<tr>
<td>B</td>
<td>83.00 – 91.99</td>
</tr>
<tr>
<td>C</td>
<td>74.00 – 82.99</td>
</tr>
<tr>
<td>D</td>
<td>65.00 – 73.99</td>
</tr>
<tr>
<td>F</td>
<td>64.99 and below</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>LG</td>
<td>Late grade (not reported by faculty)</td>
</tr>
</tbody>
</table>

A minimum passing grade for nursing courses is “C”. If a student fails the clinical component, he/she will fail the entire course, both theoretical and clinical aspects. If a student fails the theoretical component, he/she will fail the entire course: theoretical and clinical aspects. Students are expected to attend all classes, clinical experiences, and practice laboratories. The specific attendance policy may vary with courses.

REVIEW OF TESTING ITEMS
Students are permitted to review quizzes, midterm and final exams. The method for review is determined by the individual course faculty. Requests to review test items must be made within two weeks of posting of the grade. Requests made after this time may not be considered.

EXAMINATIONS AND QUIZZES
Students are required to take all examinations and quizzes on the scheduled date. In the extreme, extenuating event that a make-up exam is required, the faculty member will determine the date, time, location, and format of the make-up exam. If a student misses both the regularly scheduled exam and the make-up exam, the student will earn a grade of zero for that exam. The student should be aware that as the number of students taking the make-up exam is typically very small, no statistical inferences can be drawn, and therefore, no numerical adjustment will be applied. Additionally, if a student who is not feeling well elects to sit for an exam, the student’s exam effort cannot be rescinded. Furthermore, once the exam booklet containing the exam questions is accepted by the student, or the on-line exam has been opened, the exam effort is considered to have begun.

All students are encouraged to use good judgment in deciding whether or not to sit for an exam. If the faculty member allows each student to drop one quiz grade in his/her course according to the syllabus, the faculty member reserves the right not to provide a make-up quiz for those who are absent. Vacations and social events are not considered to be excused absences. Students are advised not to make any personal or travel plans until all course requirements have been met.
INCOMPLETE GRADES

“T” grades are granted only for extenuating circumstances such as serious illness or death of a family member. In addition, students must have completed 80% of the required coursework prior to requesting an “T” grade. “T” grade requests are discouraged. “T” grades in prerequisite courses that are not removed prior to the start of the next course in progression will prevent advancement to that course.

Incomplete grades in courses that are not prerequisite to other courses must be removed by the date specified in the University Schedule of Classes booklet for the semester in which the “T” grade was granted. If the “T” grade is not removed within this time period, the grade automatically converts to an “F”. All “T” grades must be removed prior to graduation or graduation will be prohibited.

The student must request an “T” grade from the course instructor. The request should be in writing and approval is at the discretion of the instructor. The student completes the required course work within the allotted time frame. Once course work is completed, the student obtains an “T” grade Removal Form from the Office of the Registrar, completes the student portion, and submits it to the instructor who inserts the final grade and signs the form. The form is returned to the Academic Advisor who obtains necessary signatures and forwards the form to the Office of the Registrar for processing.

ACADEMIC STANDING AND PROGRESSION

To progress toward the Bachelor’s Degree in Nursing, students must earn a grade of “C” or better in all nursing courses and in all science courses required in the program. If grades of “C” or higher are not achieved in nursing or science courses, the courses must be repeated.

The following regulations are applicable:
1. A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next nursing course.
2. An overall QPA of 2.0 is required to graduate.
3. Consistent with the University academic policies, a student will be placed on academic probation when either the term or the cumulative QPA falls below 2.0. Removal from the probationary status requires that the student achieve both a term and cumulative QPA of 2.0 or higher in the subsequent term.
4. A student who receives an “F” (unsatisfactory grade) for the clinical component of a course will receive an “F” for that course grade.

Additionally, the following academic conditions are grounds for dismissal from the BSN Program:
1. A student who fails two required science courses or has two failures in the same course will be dismissed from the BSN program.
2. A student who fails two different nursing courses or has two failures in the same nursing course will be dismissed from the BSN program.

ACADEMIC APPEAL PROCESS

Any appeal by a student about an assessment made of his/her academic performance by a faculty member or clinical preceptor is a formal and serious matter. Assessment of the quality of a student’s work rests with the faculty member assigned to the course who has the responsibility to assign a grade in a fair and reasonable manner. The faculty member is in the best position to judge the quality of a student’s work when entrusted to teach the course as a subject matter expert.

Situations in which assessment and final course grades are appealable include, but are not limited to the following:
SCHOOL OF NURSING ACADEMIC POLICIES

- There was a math error made in calculating the grades,
- There is clear evidence that the assessment or final grade was given in an arbitrary or capricious manner, i.e. grade based on factors other than the student’s performance on the learning assessment activities in the course; or evidence that the faculty member failed to invoke the use of a predetermined and communicated rubric/scoring system or failed to communicate expectations for the assignment.

Any student who wants to challenge a grade on an assignment or a final grade must first appeal directly to the faculty member who issued the grade. The appeal should be made in writing including a clear statement of the basis upon which the student is appealing the assessment as well as evidence to support the appeal. If the student is appealing a grade on an assessment activity within a course, the appeal must be initiated within 5 business days from the official grade notification date. The faculty member will respond to the student appeal within 5 business days. After 5 business days, the assessment/grade is no longer appealable.

A student has the right to formally appeal the decision made by a faculty member regarding the grade appeal within 5 business days and in writing to the appropriate Program Chair of the School of Nursing. Such appeals are subject to the same basis of appeal as stated above.

If the student is not satisfied with the decision of the Program Chair and wishes to further pursue the matter, an appeal must be filed in writing within 5 business days with the Undergraduate Programs Chair. If the student is not satisfied with the decision of the Undergraduate Programs Chair and wishes to further pursue the matter, an appeal must be filed in writing within 5 business days with the Dean of the School of Nursing. Any appeals beyond the Dean of the School of Nursing should follow the process set forth in the University policies.

ACADEMIC INTEGRITY

I. Introduction

An essential element of Duquesne University’s mission to educate the mind, the heart, and the spirit is the University’s commitment to maintaining and promoting an atmosphere where knowledge and inquiry are respected and encouraged. At Duquesne, as at other American institutions of higher education, our individual and collective search for truth and understanding is founded on the core principle of academic integrity. For Duquesne students and professors alike, academic integrity is essential to our efforts to master existing knowledge, to discover or create new knowledge, and to demonstrate or transmit our knowledge or understanding through academic endeavors like test-taking, writing, and teaching.

Academic integrity at Duquesne can be summarized briefly. In its simplest terms, academic integrity is the pursuit of knowledge and understanding in an honest and forthright manner. This is because intellectual endeavors—on site or online; in the library or the laboratory; in a classroom, a Living-Learning Center, or any off-campus learning environment—can only be conducted in an atmosphere of respect for the truth, commitment to the unfettered spirit of inquiry, and acknowledgment of the different contributions and perspectives of others.

- Academic integrity means pursuing truth with true passion while maintaining the humility to recognize and accept that our own understanding may be incomplete or contingent.
- Academic integrity means acknowledging the contributions of others, specifically and completely, using the conventions for acknowledging sources that are appropriate to particular intellectual traditions or disciplines.
• Academic integrity means representing others’ work accurately and distinguishing clearly our own ideas and insights, and our language, from the work (and wording) of others.
• Academic integrity means seeking or receiving credit (including grades and other measures of accomplishment) only insofar as we have earned it as a result of our own intellectual efforts; it means not taking credit for work that is not our own.
• Academic integrity means representing ideas and opinions with which we may disagree in a clear and fair manner, according the same respect to material we may criticize that we would wish for our own work.
• Academic integrity means taking examinations and completing assessments honestly, and according to directions, so that results are a true measure of our own attainments.
• Academic integrity means treating the work of others—in laboratories, collaborative projects, or any learning endeavors—with the respect we would wish for our own work.

Academic integrity means, in short, that we at Duquesne are dedicated to pursuing our academic and intellectual endeavors with honesty and honor.

The Policy and Procedures set forth here govern the administration of academic integrity throughout Duquesne University and cover the specific roles and responsibilities of individual schools and programs. All student appeals related to academic integrity are to be governed exclusively by the University (and College/School) Academic Integrity Policy and Procedures. The University Policy and Procedures will be promulgated on the Duquesne University web site, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

All members of the Duquesne University community—including faculty, students, administration, and staff—are responsible for upholding academic integrity and maintaining a culture in which academic integrity can flourish.

Faculty responsibilities include maintaining integrity in their own work and professional lives. Faculty are also responsible for teaching students about academic integrity, particularly in accordance with the specific expectations and conventions of their disciplines, and structuring assignments and examinations in ways that will help students maintain academic integrity. If faculty believe or suspect that academic integrity may have been violated, they must also play a central role in investigating and judging violations and administering sanctions.

Student responsibilities include maintaining academic integrity in all class assignments, examinations, research and/or writing projects, and any other academic endeavors related to their courses of study.

II. Definitions and Standards: Violations of Academic Integrity

Academic integrity can be compromised in any number of ways. Individuals who seek or receive credit for intellectual work that is not their own violate academic integrity, as do individuals who falsify or ignore data or who destroy or contaminate data or intellectual property. Violations of academic integrity may include, but are not limited to, the following:

**Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student possession without permission of tests or other academic material belonging to a member of the University faculty or staff.
Plagiarism. Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source’s language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor’s approval, of work submitted for credit in another course.

Deceit in academic matters. Deceit may include, but is not limited to, deliberately furnishing false information to or withholding relevant information from any University instructor, official, or office.

Misuse of documents. Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

Assistance in the violation of academic integrity. Assistance may include, but is not limited to, any knowing facilitation of intellectual dishonesty by another person or persons.

III. Academic Sanctions

Violations of academic integrity—whether or not they are the result of a deliberate intent to deceive—are subject to academic sanctions, including (but not limited to) lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the College or School or from the University; and/or revocation of a degree. If a student is accused of an academic integrity violation before the published course withdrawal deadline, he or she may not withdraw to avoid a course grade sanction. If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Office of the Provost.

ACADEMIC INTEGRITY PROCEDURES

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. Provisions in the policies and procedures of a School may deviate from and supersede the University Policy and Procedures only when they represent accepted practice for the discipline concerned as this is reflected in publications of the relevant professional association or accrediting body. Each such provision must be approved by the Provost and Vice President for Academic Affairs and clearly noted as an exception to the University Policy and Procedures wherever the School’s policy and procedures are published. In all cases, School violations are afforded the protections of due process, including the availability of School-level appeals processes.

While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will follow the procedures outlined for handling more serious situations involving students enrolled in their programs or taking their courses—that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for promulgating School policies and procedures to their students and faculty alike and providing ready access to their
policies and procedures (e.g., on School web sites):

- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- maintaining School records of academic integrity violations.

In courses that are not offered by a specific School (e.g., University Core courses), the policy and procedures of the offering department or faculty member will apply. In areas of the University that do not have their own policy and procedures (e.g., the Honors College), the policy and procedures of the McAnulty College and Graduate School of Liberal Arts will apply by default.

**ALL academic integrity cases that result in sanctions including, or more serious than, a failing grade for an assignment must be reported to the appropriate offices, including the Office of the Dean of the School in which the student is enrolled (see below) and the Office of the Provost, which maintains records of violations of academic integrity.** Each School (College) should develop guidelines for contacting the Office of the Provost with inquiries about whether a particular student has committed a prior academic integrity violation and evaluating any information it receives.

**I. Roles and Responsibilities within the College and the Schools**

Course instructors are responsible for upholding academic integrity in regard to work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases that result in sanctions including, or greater than, a failing grade for the assignment on which the violation allegedly occurred must be discussed with the instructor’s department chair or program director within 5 university days. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair and Dean should also be notified. If the instructor determines that the sanction to be applied is equivalent to or greater than a failing grade for the assignment, the instructor should inform the student of the sanction in writing or via email, generally within 10 university days. At that time, the instructor should also inform the student that it is his or her right to appeal the instructor’s finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. The student should initiate any appeal within 10 university days after the instructor has communicated with her or him regarding a violation or sanction.

The recommendation of the School (College) Academic Integrity Appeals Committee will be communicated in writing or via email to the Dean, and, if the student is not enrolled in that School, the Dean of the student’s School. The Dean of the student’s primary School/College may impose the sanction as recommended or impose a lesser sanction. For especially serious sanctions (e.g., suspension or dismissal from the University), the Dean will forward a recommendation to the Provost and Vice President for Academic Affairs for implementation.

Each School’s (College’s) Academic Integrity/Standing Committee should have oversight of matters related to academic integrity in that School (College).

**II. Role and Responsibilities of Provost and Vice President for Academic Affairs**

In the most serious cases, defined as those that might lead to suspension or dismissal from the University, the Dean’s recommendation is transmitted to the Provost and Vice President for Academic Affairs for action within 10 university days of its receipt. If the student requests a University-level review (see below) or if the Provost has any concerns about the evidence or the fairness of the School’s proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.
The Provost will determine the student’s ability to attend classes, clinicals or internships during the appeal process, based on the severity and context of the academic integrity violation. If the student’s appeal is granted, the student will be provided with an accommodation to address any class or clinical time missed during the appeal process.

**III. Role and Responsibilities of the University Academic Integrity Appeals Committee**

A student has the right to a University-level review of his or her case. Often this will be conducted informally by the Provost (or his or her designee), who will review the written record of the case. The Provost may refer the case to the University Academic Integrity Appeals Committee for review if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses may appear. The Committee must forward its recommendations regarding the case to the Provost within 15 university days or receiving the referral.

The University Academic Integrity Appeals Committee hearing an academic integrity case shall consist of three faculty members (chosen by lot from a pool of eleven elected to represent all of the schools in the University plus the Gumberg Library) and two students (chosen by lot from a pool of ten elected students representing all schools in the University). The faculty members and students chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred. Undergraduate representatives will participate in cases dealing with undergraduate students and graduate representatives in cases dealing with graduate students.

**IV. Role and Responsibilities of the University Academic Integrity Committee**

Oversight of matters related to academic integrity is vested in the University Academic Integrity Committee, which is advisory to the Provost and Vice President for Academic Affairs. This committee will include representatives from the schools and the College, Gumberg Library, the Graduate and Professional Students Association, and the Student Government Association. Among its responsibilities are monitoring University and School (College) policies and procedures pertaining to academic integrity and advising the Provost on academic integrity issues. In concert with the staff of the Center for Teaching Excellence and/or Gumberg Library, the committee will identify and share resources and best practices for maintaining academic integrity.

Faculty Member Evaluates Evidence and Imposes Sanction for Academic Integrity Violation

All cases which result in a sanction greater than failure on the assignment on which the Academic violation allegedly occurred must be discussed with the department chair in an advisory capacity within 5 university days. The Chair will contact the Office of the Provost to inquire about student’s prior conduct academic integrity record/sanctions. If the student is majoring in a different area from the one where the violation occurred, the student’s relevant department chair and Dean (school/college of primary major) must be notified.

Chair of the department where the sanction occurred, informs student in writing of sanction and right to appeal, generally within 10 university days. The student has 10 university days to appeal the decision to Chair, School Academic Integrity/Academic Standing Committee

The case is referred to the School Academic Integrity/Academic Standing Committee of the student’s primary school/college who makes a recommendation to the Dean within 10 university days of student appeal

Dean informs student in writing of his/her final decision unless sanction greater than awarding of grade of “F” in course within 10 university days of School Academic Integrity/Academic Standing Committee Recommendation
In the most serious cases, ones which might lead to suspension or dismissal from the University, the Dean’s recommendation is transmitted to the University Provost/Vice President for Academic Affairs for implementation within 10 university days of notification. If the University Provost/Vice President for Academic Affairs is in agreement with the sanction, the Dean will inform the student in writing of the sanction and right to appeal. The University Provost/Vice President for Academic Affairs may request a review of the violation and sanction if he/she has concerns regarding the proceedings from the University Academic Integrity Committee.

The student may also appeal to the University Academic Integrity Committee within 10 university days of notification of sanction.

The Academic Integrity Committee deliberates and makes recommendations regarding the student’s sanction to the University Provost/Vice President for Academic Affairs within 15 university days.

The University Provost/Vice President for Academic Affairs may ratify, modify, or suspend the sanction. The University Provost/Vice President for Academic Affairs must notify student in writing within 15 university days.
School of Nursing Academic Integrity Form
Instructor Report of Academic Integrity Violation

Student __________________________________________ Date ______________________

ID# __________________________________________ Year ______________________

Course Number/Title ___________________________ Semester/Year ______________

Instructor Name ________________________________

Campus Phone ____________________________ Campus Office # ________________

Type of Violation(s):
☐ Plagiarism ☐ Cheating
☐ Collusion ☐ False Information
☐ Theft/Destruction ☐ Duplicate Submission
☐ Aiding/Abetting ☐ Unauthorized Use of Technology
☐ Forgery ☐ Other
☐ Fabrication

Describe the circumstances of the violation(s):

SANCTIONS (More than one may apply)
☐ Written warning (this form may constitute written warning)
☐ Loss of credit for work involved in violation of code (assignment, examination, quiz)
☐ Reduction in the course grade
☐ Clinical failure
☐ Failing grade in the course
☐ Suspension from: (Sanction from Dean’s office only)
  ☐ Program ☐ College
  ☐ Department ☐ University
  Length of Suspension ________________
☐ Expulsion from: (Sanction from Dean’s office only)
  ☐ Program ☐ College
  ☐ Department ☐ University

To the student: Please sign in one of the two lines below:

I, ____________________________, Agree with the sanction

I, ____________________________, Wish to appeal the accusation and/or the sanction

(To appeal, student must submit a written appeal to the Assistant Dean for Student Affairs within 10 University days. The Assistant Dean for Student Affairs will convene the Academic Standing Committee which serves as the Academic Integrity Appeals Committee.)

Instructions:
1. Provide copy to student
2. Send copy to Assistant Dean for Student Affairs within 10 University Days
**LEAVE OF ABSENCE**

A student may take a leave of absence (LOA) from the School of Nursing for up to one full academic year without applying for re-admission. The student must register for a leave of absence ("hiatus") for each semester requested.

Leave of absence longer that one year requires re-application and re-admission to the nursing program and may require a student to extend the length of a program plan, particularly when curriculum revisions have occurred. The student assumes responsibility for monitoring the curriculum plan changes and implications that may result from the leave of absence. The student, through the Academic Advisor, registers for a leave of absence for each semester requested, upon approval from the student’s Faculty Mentor.

*Note*: Military personnel on active duty are exempt from re-application and readmission after an LOA of one year or more.

Students may be required to engage in a preparation plan in consultation with the Academic Advisor and Faculty Mentor prior to return to clinical rotations and demonstrate acquisition of prior clinical knowledge and skills.

**CODE OF CONDUCT**

In accord with the 2010 American Nurses Association's (ANA) *Code for Nurses with Interpretive Statements (Code for Nurses)*, which explicates the goals, values, and ethical precepts that direct the profession of nursing, standards of professional conduct for students of nursing at Duquesne University School of Nursing are defined herein. During enrollment in the School of Nursing all students are expected to abide by *Duquesne University Standards of Professional Conduct*. These standards apply both on campus and during all School of Nursing and University off campus experiences, including all course-related practice, online and electronic communication and research activities.

1. Consistent with the professional nurse’s obligations related to professional responsibility and accountability, the student will -
   a. Initiate and maintain his/her presence and responsiveness in online courses in which he/she is enrolled.
   b. Participate actively in any clinical practicum experiences to which he/she is contracted. Unexcused absences are unacceptable and may lead to failure in the course, and/or dismissal from the School of Nursing.
   c. Prepare for class, clinical practice, and research-related activities in advance to enhance and insure the patient safety and learning.
   d. Comply with the School of Nursing codes and expectations and those established by clinical practice and research partners.

2. Consistent with the professional nurse’s obligations related to competent application of knowledge and competence in nursing practice, the student will –
   a. Evaluate one’s own and one's colleague’s nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.¹

¹ Standards of Professional Performance for the Registered Nurse, American Nurses Association

3. Consistent with the professional nurse’s obligations related to communication and collaboration, the student will –
   a. In all professional relationships, including those with faculty, practicum preceptors and colleagues, students, peers, patients, and research participants practice with compassion and respect for the inherent dignity, worth, and uniqueness of every individual unrestricted
by considerations of social or economic status, personal attributes, or the nature of health problems.

4. Consistent with the obligation to practice ethically, the student will -
   a. Assume responsibility for own learning, with faculty guidance.
   b. Evaluate his/her own progress towards attainment of student learning and professional goals.
   c. Demonstrate integrity, respect and thoughtfulness in all classroom, online, and practicum environments. (Refer to SON Policies on Academic Integrity and Technology)
   d. Observe institutional, ethical, and legal parameters regarding confidentiality of patients, families, their records, and all information related to their care.

**Personal Conduct**

Individuals who have applied to or are enrolled in the School of Nursing are expected to adhere to certain standards of personal conduct. These standards of personal conduct include rules of conduct established by the University as well as the School of Nursing, and also to those regulations regarding the use, consumption, or sale of illegal substances, misdemeanor offenses, and felonious convictions. Adherence to all local, state, and national laws in this regard is also expected. A felony conviction while enrolled will result in an automatic dismissal from the School of Nursing. RN-BSN students will not be permitted to continue in the program if their nursing license is placed on probation, suspended, or revoked status. An unencumbered license must be maintained throughout the program.

Duquesne University expects that all students as well as student organizations will conduct themselves responsibly and in a manner that reflects favorably upon themselves and the University. When a student does not act responsibly and violates the University policies, rules, regulations, or standards of conduct, formal disciplinary action may result.

The Conduct process reflects the University’s concern that students and organizations maintain high standards. The Conduct process attempts to foster personal learning and growth, while at the same time holding individuals and groups accountable for inappropriate behavior.

The purpose of this section is to provide student and faculty of the School of Nursing guidelines for professional conduct in the classroom, clinical setting, and online classes and communications. This document is express notice to those for whom it is intended as to the minimum standard of conduct that is expected of Duquesne University nursing students. This document explicates the civil, ethical, and respectful behavior expected of all nursing professionals.

**Student Civility - Civility and Uncivility Defined**

Civility has to do with courtesy, politeness, and good manners. Civility is the awareness and recognition of others in all interactions and demonstration of a high level of respect and consideration. In civility we recognize that no action of ours is without consequence to others or ourselves. We need to anticipate what these consequences will be and choose to act in a responsible and caring way. Uncivil behaviors are acts of rudeness, disrespect, and other breeches of common rules of courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another’s well-being. Uncivility is a lack of awareness and recognition (intended or unintended) of others in our interactions when we fail to give them a high level of respect and consideration. Uncivility usually results when one does not anticipate how actions will affect others.

Classroom Conduct

Students in the Nursing Programs at Duquesne University are engaged in preparation for professional practice. Nursing practice is guided by the ANA Code of Ethics and ANA Standards of Professional Practice, which emphasize respect for others. Students in a professional nursing education program are held to these standards. All communication with faculty and other students should always be respectful. The following are expected behaviors that support the teaching/learning environment:

- **Always address the faculty member or clinical faculty member by his or her title:** Professor or Doctor
- Arrive to class on time
- Call the faculty member and leave a voice message or email in the event of tardiness or absence prior to class
- Students should not talk when faculty member or classmates are speaking during class
- Students who are disruptive or uncivil may be asked to leave the classroom
- Students are not permitted to bring a guest or children to class without prior permission
- Electronic equipment or devices shall not be used without the express permission and consent of the faculty member

Behaviors considered disruptive, unruly, or that interfere with the ability of the professor to teach may include:

- Intimidating behavior.
- Persistent argumentation, refusal to comply with a direct request, or yelling in class.
- Offensive behavior or gestures.

Any student who violates expected behaviors or engages in disruptive behavior, as explicated above may be sanctioned by the School of Nursing and University Conduct Committee.

Online conduct reflects the same requirements as classroom conduct. Courtesy, politeness, and good manners must be used when students and faculty are involved in online education and/or communication; the same as if the interaction were to take place in person. Behavior must be responsible and caring toward others and individuals should anticipate the consequences of such conduct. Certain issues are particular to online education conduct. These include assuring that written or audio discussion and email are assured the same civility as an on-site classroom situation. Students must arrive to an online class or appointment on time and refrain from disruptive behavior with verbal or written side conversation or background noise when connected to a live online class. The written communication for online learning deserves the same amount of formality and respect as face-to-face communication.

Clinical and/or Practicum Conduct

Clinical refers to the learning experiences outside of the classroom setting that include but are not limited to: community agencies and organizations, health care facilities, and the laboratory. Students are expected to maintain professional conduct while in the clinical area. It is imperative that students show respect when interacting with all members of the health care team. The following are expected behaviors that support the clinical and/or practicum teaching/learning environment:

- Arrive on time
- Be prepared as required per each course
- Ensure patient safety
- Fulfill required number of hours
- Students must make up missed hours
- Students must call clinical faculty AND clinical site and leave a voice mail message in the event of tardiness or absence prior to the start of clinical.
- Failure to contact the faculty or clinical site of tardiness or absence in advance of the start of
Students must have knowledge of and adhere to the clinical dress code set forth by the Duquesne nursing programs.

- Cell phones, beepers, and cameras are not permitted in the clinical area.
- Students shall adhere and conform to the ANA Nursing Scope and Standards of Practice.
- Students shall adhere to all HIPAA regulations and guidelines.

**Drug and alcohol use**

Students must know that the nursing programs have a zero tolerance policy for the use or the possession or dissemination of narcotics or other mind-altering drugs and alcohol. Students must be aware of their program’s policies and procedures for drug screening, especially as it relates to clinical experiences, and consequent sanctions if found in violation of this policy.

Failure to carry out institutional policies and procedures or follow the ANA Scope & Standards of Practice and ANA Code of Ethics at the clinical site will be considered clinical misconduct.


**VIOLATIONS OF PROFESSIONAL STANDARDS OF CONDUCT**

Faculty and administration of the School of Nursing consider violations of professional conduct to be serious. While it is recognized that “to err is human,” errors of judgment, failure to demonstrate professional behavior, lack of preparedness and safe practice, incivility (verbally, behaviorally, or in writing, directly or indirectly through a third party), and lack of responsibility as expressed in absence and lateness reflect overall lack of professional comportment.

Dependent upon the nature of the violation, disciplinary action may be applied to an individual violation. In addition, an annual review of accumulated violations may be judged to reflect a pattern of behavior inconsistent with professional conduct and lead to dismissal.

**Procedure for Faculty in Responding to Violations of Standards of Professional Conduct in the Student Role**

1. When a faculty member determines that there has been a violation of the professional standards, a Violation of Professional Conduct (VPC) form is completed and signed by the faculty member and discussed with and signed by the student. The student will have the opportunity to add comments.

2. Sanctions are to be determined by the faculty member.

3. The faculty member is to send all VPC forms to the Assistant Dean for Student Affairs, Chair of the respective program, Associate Dean for Academic Affairs, and Dean within 3 days of issuance to the students. The VPC forms are reviewed and kept in the Office of Student Affairs.

   - If the violation is of a more serious nature, the faculty member must notify the Assistant Dean for Student Affairs and Associate Dean for Academic Affairs immediately following the issuance of the violation. An immediate course of action will be determined and may be referred to the Academic Standing Committee for review at a special meeting.

   - A violation of a more serious nature may be sanctioned by the School of Nursing. In addition, all acts of this nature may advance further to the Academic Standing Committee, Duquesne University Office of Student Conduct, which may impose further sanctions depending upon the context and severity of the act. Sanctioning is outlined below.

4. The rights of the student will be safeguarded as set forth in the program specific Student Handbook and the Duquesne University Code of Student Rights, Responsibilities, and Conduct.
**Possible Sanctions**

**Informal Reprimand or Warning**
A written letter of reprimand or warning resulting from a student’s misconduct is placed in the student’s file. This letter may be removed from the student’s permanent file upon graduation if no other violations are accrued.

**Formal Reprimand**
A written letter of reprimand resulting from a student’s misconduct is placed in the student’s file. This letter is not removed after graduation, and will become a part of the student’s disciplinary file.

**Clinical or Course Failure**
A failure for the clinical portion of a course (which will result in a course failure) or a course failure due to a violation of professional conduct will become a part of the student’s disciplinary file in addition to the failing course grade shown on the student’s transcript.

**Disciplinary Probation**
Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found in violation of any institutional regulation(s) during the probationary period. Students may not be allowed to participate in School of Nursing activities.

**Suspension**
Suspension is a sanction that terminates the student’s enrollment in the School of Nursing for a specified period of time after which he/she may be eligible to return. During the period of suspension the student is not permitted to attend classes or clinical. Conditions for readmission may be specified.

**Dismissal**
Dismissal is a permanent separation of the student from the School of Nursing. Requests for readmission from students who are dismissed as a result of a violation of professional conduct will be reviewed by the Academic Standing Committee.

**Discretionary Sanctions**
Sanctions may be imposed at the discretion of the School of Nursing. Examples include, but are not limited to, making restitution for any property damage or misappropriation of school property or services, or the property of any person, essays, training, community service projects, service to the School or University, temporary dismissal from a class or clinical site, referral to the Office of Student Conduct or other related discretionary assignments.

More than one of the above types of sanctions may be imposed for any single violation.

Other than dismissal from the School of Nursing, disciplinary sanctions shall not be made part of the student’s permanent academic record but shall become a part of the student’s confidential disciplinary record. A student's confidential disciplinary record will be expunged of disciplinary actions after seven years from the date of the incident. Dismissal is an exception and will remain on file permanently in the Office of Student Affairs.

**Student Acknowledgment of Standards**
Each academic year, every student enrolled in the School of Nursing is required to review the handbook for their respective program and complete the electronic Handbook Acknowledgement form. This form indicates the student’s responsibility for reviewing, understanding and abiding by the policies in the Student Handbook.
STUDENT: __________________________________________________________

FACULTY: ___________ COURSE NO. ________________________________

DATE: __________ TIME _______ PLACE _____________________________

COURSE FACILITATOR: ___________ DATE NOTIFIED: ________________

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

STUDENT COMMENTS:

STUDENT SIGNATURE: __________________________ DATE: __________

FACULTY SIGNATURE: __________________________ DATE: __________

PROGRAM CHAIR: ___________________________ DATE: __________

cc: Program Chair, Associate Dean for Academic Affairs, Dean
CHEMICAL IMPAIRMENT

Duquesne University has established policies, rules, and regulations that proscribe the standards of conduct expected of students and members of the University community. The University has established disciplinary proceedings for when a student is charged or violates the drug and alcohol control policies. Furthermore, when a student violates the drug and alcohol policies and is enrolled in a program that includes clinical care, it is incumbent upon the officers and faculty of the School of Nursing to provide oversight and remedial action for such a serious act by the student.

To protect the health and safety of the public, all students enrolled in School of Nursing are required to have a standardized drug screen prior to entering the clinical environment.

Reporting to class or clinical assignments under the influence of controlled substances or alcohol is also prohibited and will result in dismissal from the program. Students must also comply with all local, state or federal laws and regulations controlling the possession, manufacture, use or distribution of controlled or illegal substances and alcohol. A positive drug screen of an illegal substance (illegal substance or controlled substance without a prescription) or intoxication from alcohol will result in dismissal from the student’s program of study.

During enrollment at the School of Nursing, a student may be required to undergo drug or alcohol testing if there is reasonable suspicion that the student is impaired due to illegal drug or alcohol use, the use or misuse of prescribed or over the counter medications based upon, but not limited to:

- Odor of drugs or alcohol on a student
- Unusual or aberrant behavior
- Physical symptoms (including but not limited to behavior such as slurred speech, decreased motor coordination, difficulty maintaining balance, etc.).
- Patterns of abnormal or erratic behavior
- Conviction for drug-related offenses
- Being identified as the subject of a drug-related criminal investigation
- Reliable information from independent sources
- Evidence of drug tampering or misappropriation
- Consistently discrepant daily drug counts
- Accidents or illnesses caused by substance abuse
- Impairment or intoxication in the clinical and/or didactic setting
- Patterns of absenteeism and/or lateness
- Following a clinical-related injury or illness. Observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others or resulted in damage to equipment
- Possession of an illegal substance
- Unexplained decrease in class attendance or academic performance that may be related to chemical substance abuse.
- Concern expressed by a faculty member, staff member, fellow student, preceptor, other health professional, police authority, or others regarding possible chemical substance abuse.
- Positive urine drug screen on a routine drug test or required urine screen for a specific clinical placement site.

If a didactic or clinical faculty member suspects possible substance abuse by a student, they will report the suspicious behavior to the Assistant Dean of Student Affairs.
Once notification occurs that a student is suspected of violating the substance abuse policy, the student will be instructed to report to the designated testing laboratory. The cost of any drug or alcohol testing will be assumed by the nursing program. The Chair of the BSN Program has the authority to temporarily suspend the student from the clinical practicum pending the final results of any tests.

Failure or refusal to comply with any aspect of the substance abuse policy is grounds for disciplinary sanction, including dismissal from the program. Examples of noncompliance include, but are not limited to, refusal to submit to immediate drug and alcohol testing, tampering or alteration of specimens, attempts to submit the samples of another person as the student’s own, and failure to appropriately complete associated program or testing laboratory documents.

The University and the School of Nursing is committed to providing compassionate and proactive assistance for students with substance abuse issues and their families and to afford students, who are not legally restricted and are no longer chemically impaired, the opportunity to continue their education without stigma or penalty, and to protecting society from harm that impaired students could cause.

If a nursing student is aware that he or she is impaired by substance abuse, he or she has the responsibility to seek assistance for diagnosis and treatment. Assistance can be obtained through the DUQUESNE CARES office, the University Health Service, or Assistant Dean for Student Affairs in the School of Nursing.

A student suspected of impairment may be confronted by a fellow student, faculty or staff member or administrator and referred to the Assistant Dean for Student Affairs or either of the above resources. If appropriate, a student may be referred to the PNAP for further evaluation and possible treatment. Student confidentiality will be maintained at all times.

**MEDICAL CLEARANCE**

Students who are hospitalized or who have experienced significant illness or injury must provide medical clearance which clearly states their ability to return to clinical without restrictions prior to returning to clinical. Medical clearance must be submitted to the Director of Adjunct Faculty and Clinical Affairs. Any student having an illness or physical disability that affects his/her ability to function satisfactorily in the clinical areas must contact the Office of Disability Services (ODS).

Students taking prescribed medications should be aware of the effects of these medications on alertness, judgment, and the ability to meet all technical standards. Students should not attend clinical if there is impairment of ability to safely provide care to assigned patients. Missed clinical time will be made up during the clinical makeup week.

**COURSE OR PROGRAM WITHDRAWAL**

Nursing students are expected to comply with the University Policy regarding withdrawal from a course as indicated in the current edition of the *Duquesne University Undergraduate Catalog*.

Students other than first semester freshmen wishing to withdraw from a course may do so with the approval of the Academic Advisor up to the date announced in the RN-BSN calendar for withdrawal with a “W” grade.

A student who is not granted approval of the request and withdraws unofficially from the course will receive a grade of “F” for the course. Tuition refunds are in accordance with the university fee schedule published in the Academic Calendar each semester.
For a student who wishes to withdraw from a course up to the date permitted by this policy:
Following discussion of the proposed withdrawal with the Academic Advisor, the student must obtain the Duquesne University Course Withdrawal Form from the Academic Advisor. The student must complete the Withdrawal Form, sign it, obtain faculty member’s signature, and submit all copies to the Academic Advisor. The Advisor approves the request by signing the form and obtaining the Dean’s signature.

For a student other than first semester freshman who wishes to withdraw from a course after the date announced in the university calendar:
The student must submit a letter of request to the Academic Standing Committee. The student will be informed in writing of the committee decision. If approval is granted, the student follows the procedure above.

Written notification of the intent to withdraw from the semester received after the add/drop period is subject to the University's official withdrawal policy which includes varying levels of financial obligation, depending on the formal date of withdrawal. Even though absences from classes may be observed and recorded, a student is considered enrolled and in attendance until formal (written) withdrawal forms are filed in the Registrar's office. No refunds are issued for course withdrawals. All withdrawals result in a final grade of "W."

WITHDRAWAL FROM UNIVERSITY/TERMINATION OF ATTENDANCE
If a student is registered for class(es) but will not be attending, written notification of intention not to attend must be submitted to the Academic Advisor before the first day of class. Students who do not officially withdraw from class or from semester enrollment are subject to university policy which may include financial consequence.

ACADEMIC WRITING STANDARDS
Professional and credible writing is a key component of graduate education. By the end of the program, students are expected to have developed high-level skills in critical thinking and synthesis of complex ideas in writing. Additionally, students are expected to understand and demonstrate the highest ethical standards related to citations, intellectual property, and presenting the work of others.

The following guidelines are important components of academic writing for nursing undergraduate students at Duquesne.

- The School of Nursing follows the guidelines set forth in the 6th Edition of the American Psychological Association Publication Manual. Students are expected to conform to the guidelines in all academic writing, unless specifically directly otherwise.
- Effective management and presentation of references is critical in academic writing. As such, all students are required to use a citation manager software program for all writing assignments. EndNote is currently provided by Duquesne University to all students free of charge.
- The School of Nursing provides numerous opportunities for students to improve their writing, starting with the Writing Modules that are part of the first course. Students are strongly encouraged to take advantage of all school offerings related to improving writing—from opportunities to submit drafts, to webinars on EndNote and other software.
- The Online Writing Center is an invaluable resources to students. Through this unique program, students are able to meet one-on-one with a writing center consultant about their writing. All students are strongly encouraged to use the Online Writing Center for assignments.
• All papers should be submitted in Microsoft Word. Students should make sure that file names include their last name, assignment information, and date (unless otherwise instructed).
• Students are expected to follow the rules and regulations set forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.

CLINICAL AND CLASS ATTENDANCE
Nursing faculty at Duquesne University believe that class and clinical attendance is vital for the success of nursing students. Attending class regularly increases the acquisition of knowledge, and clinical application of that knowledge is essential to the development of the student as a nurse. Attendance at both class and clinical increases the opportunities for content clarification, and contributes to learning the professional role.

Because this is a professional nursing program, students are expected to attend all on-line classes and all clinical experiences. It is not permissible to arrive late or leave early without permission. For any absence, students are required to notify all instructors.

Class and clinical attendance is the responsibility of each student, and will be monitored by the Instructor who is teaching the course/section. The method for monitoring attendance is at the discretion of each Instructor. Attendance will be monitored in a variety of ways including, but not limited to, taking roll at any time during on-line class sessions, and verifying on-line course participation through the blackboard instructor control panel.

All students are required to notify the Instructor of an absence prior to the start of class or clinical for they will be absent. This notification must briefly explain the reason for the absence and must be done via e-mail or by leaving a message with the time and date on the Instructor’s Duquesne University voice mail.

Class Attendance
If a student misses a course assignment or discussion board assignment or a scheduled on-line meeting, and did not notify the Instructor prior to the class, he/she will not be allowed to make up the missed work unless there are extenuating circumstances acceptable to the Instructor. Class absences that are not excused by the Instructor may affect the student’s final course grade. Vacations and social events do not constitute excused absences.

Clinical Attendance
It is the responsibility of the RN-BSN student to establish a clinical practicum the semester prior to the semester that the student will complete the community clinical course. The RN-BSN student must contact the RN-BSN Coordinator to discuss ideas for the practicum. It is the responsibility of the RN-BSN student to submit a copy of the proposed preceptor’s CV and a brief summary of the proposed community clinical experience through the footprints system.

RN-BSN students are expected to complete a total of 90 community clinical hours. It is the responsibility of the student to update the faculty about their clinical experience and maintain a journal of clinical experiences on the blackboard course website.

At the end of the community clinical experience, the student must submit a “Preceptor Evaluation of Student” form to the course instructor. It is expected that at least one phone meeting between the student, preceptor, and course instructor occur throughout the semester.

Each student is expected to arrive at the community clinical unit as per the time established by the clinical preceptor/instructor for the specified hours for the clinical day. The clinical preceptor/instructor
has the authority to deny the student a clinical experience depending on the amount of time he/she is late. Additionally, repeated episodes of lateness may result in required attendance at the clinical makeup day.

Students who have not met the clinical objectives due to repeated absences or failure to complete the required clinical hours are at risk for a clinical failure. A student who is unable to make up clinical absences prior to the end of the semester will receive an incomplete (I) grade for the course.

RN-BSN students who fail to complete the required community clinical hours will receive an “F” regardless of the theory grade achieved. This failure will be recorded on the student’s permanent record as an “F”.

**Excused Absences**
In addition to the University-approved co-curricular activities (e.g. meaningful research and/or presentations at academic and professional associations and meetings) and University-sponsored extracurricular activities (e.g. debate, Tamburitzans and varsity athletics) the School of Nursing also recognizes responsibilities of students who are members of the United States Armed Services.

**STATUTE OF LIMITATIONS FOR ADVANCED STANDING CREDIT**
Courses taken within the past ten years are evaluated for transfer credit in the School of Nursing. The limit for courses in the natural sciences is generally five years.
CLINICAL PREPARATION

Clinical learning activity is defined as a planned activity occurring in a health care agency when the student is identified as a Duquesne University student. The clinical learning activity may or may not include contact with patients. Students are responsible for securing their own preceptors for clinical or practicum courses. Clinical preceptors must hold a minimum of a Bachelor's Degree in Nursing (Master's preferred) and experience in Public and/or Community Health Nursing. Additionally, students are not permitted to complete clinical or practicum hours in the same clinical agency in the same role that they have as an employee. For clarification please speak to the course instructor, your Academic Advisor or the Coordinator of the RN-BSN program.

In order for students to be eligible for clinical placement, they must complete the following:

- All School of Nursing RN-BSN clinical requirements using the CastleBranch system
- All School of Nursing RN-BSN health requirements using the University Student Health Portal
- Approval of clinical preceptor/agency through the Footprints clinical tracking system by the course faculty of record
- Established contracts between the Duquesne University School of Nursing and both the clinical preceptor and agency in which a student plans to complete clinical or practicum hours. (Once a student completes the approval process through the Footprints clinical tracking system, the Clinical Coordinator will send and process the contracts appropriately.)

Failure to meet health requirements will prohibit students from clinical learning activities and may result in cancellation of course registration. Any clinical/practicum hours completed by a student without completion of the above requirements will not be counted toward the requirement for the course.

All clinical requirements must be entered into the CastleBranch online system to be reviewed. All clinical requirements must be reviewed and approved in order for a student to be eligible to begin a clinical/practicum course. Please follow the instructions for creating an account with CastleBranch and uploading documents for review.

All health requirements must be entered into the Duquesne University Student Health Portal for review and approval. All health requirements must be reviewed and approved in order for a student to be eligible to begin a clinical/practicum course. Please follow the instructions for accessing the Student Health Portal and uploading documents for review.

This process should be started the semester prior to entering a clinical or practicum course.

SCHOOL OF NURSING CLINICAL REQUIREMENTS

CPR
All students are required to present proof of current CPR training, and maintain current CPR training throughout their graduate program. Training must include adult and child CPR, obstructed airway, and Automatic External Defibrillator instruction. American Heart Association courses for the Healthcare Provider or Professional Rescuer are acceptable.

RN License
All students are required to have a current, unencumbered RN license in the state in which they are completing clinical or practicum hours.

HIPAA Training
In compliance with Federal law on the Health Insurance Portability and Accountability Act of 1996 (HIPAA), all nursing students are required to complete HIPAA training before attending any clinical
practicum experiences and every three years following initial training. This Act was instituted to provide health insurance portability for individuals, to protect the privacy and security of patient health information, and to eradicate fraud and abuse and applies to all healthcare providers. A free HIPAA training module is available online through the University. A student only has to provide proof of HIPAA training once in their program.

**Blood Borne Pathogens**
All students are required to complete training in Bloodborne Pathogens. If previously completed at a current workplace, evidence of training must be submitted. If training has not been completed, students are to complete the online *AHA Heartsaver Bloodborne Pathogens Course*. A student only has to provide proof of blood borne pathogens training once in their program.

**Additional Clinical Requirements**
Students may be required to complete additional clinical requirements for an agency. It is the student’s responsibility to investigate the clinical requirements required for a given agency and also the student’s responsibility to completed any and all requirements to be in compliance with agency policy. This may include but is not limited to a drug test, criminal record check, child abuse clearance and FBI fingerprinting.

**CASTLEBRANCH INSTRUCTIONS**
You must establish a Castlebranch account and purchase your package using a specific package code. The cost of this package ($10) includes the review, management, and storage for your clinical requirements both as a current student and even after graduation.

In order to begin this process, students must follow the instructions provided below.

- Log In: [www.castlebranch.com](http://www.castlebranch.com)
- Click on “Place Order” at the top of the page in blue
- Enter the package code: UQ05RNBSN
- Click Submit
- Review the Terms and Conditions and click the check mark in the box
- Click Continue
- Enter the Information requested
- Please note - Students must use their Duquesne email address
- Enter your Program Classification
- Click Submit
- Choose a password and enter it
- Confirm the password
- Click Create Account
- Enter your relevant address information and click Next
- Choose the name for the document manager from the dropdown menu and click Next
- Review your order and click Next
- Enter your payment information and click Submit
- Review your confirmation page. You will also receive an email with this information.
- Click next to see your document manager.
- Next to each clinical requirement document is a plus (+) sign that will show you what the require-
ments are for each requirement in detail and provide you with a location for you to upload each document. You may upload all documents to the My Documents folder in CastleBranch and then place them in their appropriate places or you can upload them from your computer or a flash drive. Follow the instructions for uploading and submitting each of the four (4) documents.

- Students are able to see the status of each document. Documents uploaded will have a status of “In Process” or “Pending Review” until each document is reviewed by CastleBranch. When a document is complete its status will change to “Complete.”

- Students are responsible for uploading their documents and checking on the status of them.

SCHOOL OF NURSING HEALTH REQUIREMENTS

Students must provide evidence of:

1. Freedom from active tuberculosis documented by a negative PPD skin test and/or exam signed by a physician, nurse practitioner, or physician’s assistant.
   a. Requires proof of negative PPD within the last six months.
   b. Students with positive PPD must show proof of medical follow-up in the form of negative chest x-ray or medical evaluation and treatment.
   c. Annual PPD is required throughout program enrollment.

2. Immunity to rubella and rubeola confirmed by titer.

3. Immunity to chicken pox documented by history, titer, or current varicella immunization.

4. Immunization against diphtheria and tetanus within the past 10 years and throughout duration of program enrollment.

5. Immunity to Hepatitis B confirmed by titer.

Students can use their own documentation or the University forms.

Additional Health Requirements

Students may be required to complete additional health requirements for an agency. It is the student’s responsibility to investigate the health requirements required for a given agency and also the student’s responsibility to completed any and all requirements to be in compliance with agency policy. This may include health requirements such as the influenza vaccine.

UNIVERSITY STUDENT HEALTH PORTAL

The University Student Health Portal is available through DORI:

1. Log in to DORI using your Multipass
2. Select the Student Tab
3. Under Student Connections select “Health Service Student Portal”

Through this portal, health history and immunizations can be submitted and hard document copies uploaded for easy verification by health service staff.

Instructions and a tutorial on how to upload the form and navigate the site are available on the Pre-clinical Health Requirements web page.

If you have questions, please email the Pre-Clinical Health Requirements Coordinator, Carol Dougher at pchr@duq.edu.
STUDENTS WITH A POSITIVE CLINICAL CLEARANCE
In the event of a positive criminal background, FBI clearance or Child Abuse clearance, or a change from the last documented background report, the student must contact and meet with the Assistant Dean of Student Affairs before they may return to the clinical area to discuss their progression in the program. It is the student’s responsibility to contact the State Board of Nursing regarding licensure with a positive clearance. For student with a nursing license, the program is required to report any positive results of the background clearances and drug screens to the Board of Nursing in the state where the student is licensed.

FOOTPRINTS CLINICAL TRACKING SYSTEM
Footprints is a Duquesne University web site, used for all preceptor agency requests, replacing the previous preceptor agency request form. It is a ticketing system to submit and view the progress of preceptor and agency contracts. The preceptor CV can be attached to your request, therefore allowing the faculty member(s) to review all CV’s electronically. You will receive electronic notification(s) of the status of the request as the request progresses through the various steps to completion.

If you have any questions about using footprints, please contact Madelyn Gibson-Antonich at 412-396-6536 or gibsonantonichm@duq.edu.

To create a Footprints Preceptor/Agency request:
1. Access the Footprints Clinical Tracking System
2. Go to the Preceptor /Agency request form
3. Click the Submit Request icon at the top of the page
4. Complete the information in the following sections:
   - Program Information (program, school year, semester, course)
   - Clinical Site Information (Clinical site name, address, contacts’ first and last name, contacts’ email, work phone, fax number). Employment status refers to whether or not you are currently employed at the same site as the preceptor requested.
   - Preceptor Information (Preceptor first and last name, email address, preceptor credentials, specialty, work phone and number of hours requested)
5. The preceptor CV must be attached to the Footprints request. Click on Attach Files to upload file.
6. Click on the Save icon on the bottom left side of the page.
7. Log out

Your request will then appear in the Footprints request queue managed by the Clinical Coordinator. You may receive periodic progress notes in relation to your request. They will appear in your DUQ email as a “ticket.” You can respond to the progress note(s) by selecting Reply to the email.

You may view the status of your request by logging into Footprints and clicking on the “View Mine” icon at the top of the page.

POLICY ON UNSAFE PRACTICE
1. The nursing faculty of Duquesne University has an academic, legal, and ethical responsibility to prepare a graduate who is competent as well as to protect the public and health care community from unsafe nursing practice. It is within this context that a student may be disciplined or dismissed from the Baccalaureate Nursing Program for practice or behavior which threatens
or has the potential to threaten the safety of a client, a family member or substitute familial person, another student, a faculty member, or other health care provider.

2. Every student is expected to be familiar with the principles of safe practice and is expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications. Being unprepared for clinical may constitute an unsafe practice and the student may be sent home at the discretion of the clinical faculty.

3. An unsafe practice is defined as:
   a. An act or behavior of the type which violates the Commonwealth of Pennsylvania Code, Title 49. Professional and Vocational Standards, 21.18 Standards of Nursing Conduct.
   b. An act or behavior of the type which violates the Code for Nurses of the American Nurses’ Association.
   c. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the patient, a family member or substitute familial person, another student, a faculty member or other health care provider.
   d. An act of behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

4. When an incident occurs which a faculty member believes may constitute an unsafe practice, he/she will immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Director of Adjunct Faculty and Clinical Affairs.

5. The Director of Adjunct Faculty and Clinical Affairs will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Director of Adjunct Faculty and Clinical Affairs may require remedial work or instruction for the student.

6. If the incident is major, the Director of Adjunct Faculty and Clinical Affairs will contact the Chair of Undergraduate Programs. The Chair will inform the involved faculty member and the SON Academic Standing Committee, to review the student’s clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, give a failing grade in the clinical course, impose other sanctions, or dismiss the student from the program will be recommended to the Chair. The Chair will review the evidence and send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will follow the appeal process outlined in the Duquesne University Student Handbook.

**REPORTING OF INCIDENTS OR ILLNESS AFFECTING A STUDENT**

**Pregnancy**

Exposure to certain pathogens, toxic chemicals, drugs, and radiation unsafe conditions during clinical rotations may endanger a pregnant student or her baby’s health. If a student is pregnant, or becomes pregnant anytime during the program, students are strongly advised to contact the Assistant Dean for Student Affairs. For the student’s safety and the safety of her baby, the clinical faculty member and course coordinator will be notified of the pregnancy. Patient assignments may be adjusted during the clinical rotation in an effort to minimize risks to the pregnant student and her baby. Pregnant
students will be consulted about the potential risks in clinical to the student and baby. Confidentiality of the student will be provided.

The student must be examined by her health care provider and cleared medically for each semester during her pregnancy as well as for the period following delivery. The student will not be able to participate in clinical without medical clearance. Any restrictions or limitations and the expected date of delivery must be included in the medical clearance. If any restrictions or limitations are recommended by the health care provider, the student must meet with the appropriate faculty/staff to make the appropriate clinical accommodation to review options for completing the clinical rotation. The clinical rotation completion plan will be documented in writing. A student still must meet all student curriculum requirements and responsibilities during the period of the pregnancy. Any applicable policies at the clinical site must also be followed. The student should immediately notify her clinical faculty member if the student at any time believes she is unable to perform her clinical responsibilities in which case the pregnant student may apply for a leave of absence from the program.

**Blood or Body Fluid Exposure**

Students who sustain significant blood or body fluid exposures (including needle sticks, scalpels, splashes to face, etc.) will be seen immediately at the Occupational Health/Injury Center of the clinical site where the student is doing their rotation or the Emergency Room of a hospital affiliated with the clinical site. Students must complete an Incident Report at the Clinical Site as well as a Duquesne University Student Health Incident/Accident Report. Students should submit a copy of both reports to the Director of Adjunct Faculty and Clinical Affairs. Students must also report any exposures to the University Health Service for appropriate follow-up care.

**NOTE:** Due to possible exposure to infectious diseases in the clinical areas, it is important for the student to notify the Director of Adjunct Faculty and Clinical Affairs of any chronic illnesses or if health status has changed recently (i.e. pregnancy) that may require further consideration when making clinical assignments.

**Clinical Communicable Disease Policy**

The faculty believes that nursing students provide services with respect for human dignity and the uniqueness of the client unrestricted by considerations of social or economic status, personal attributes or the nature of health problems. Students with a communicable disease may not pose a health risk to other students in an academic setting, but the CDC guidelines must be followed in the clinical setting. Students and faculty should follow the rules of confidentiality related to communicable diseases. If an accidental exposure occurs, faculty and students should follow the Clinical Exposure Policy.

**Clinical Exposure Policy**

This policy is to be followed when a student has been exposed to an occupational hazard in the clinical setting.

A significant exposure is defined as:

- A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids;
- A mucous membrane (i.e., splashes to the eye or mouth) exposure to blood or body fluids; or
- A cutaneous exposure involving large amounts of blood or prolonged contact with blood—especially when the exposed skin was chapped, abraded or affected with dermatitis.
Once the student incurs an exposure:

- The student should immediately notify the nursing supervisor and his/her Clinical Faculty Member of the incident.
- The student and faculty member should follow the healthcare agency’s “Blood Borne Pathogen Exposure Control Policy” (this includes washing the area of exposure, informing patient, obtaining consents for blood draw of the source patient, etc.).
- An incident report should be completed and submitted per clinical site policy. The Clinical Faculty Member should submit a copy of the incident report to the Duquesne University Department of Risk Management and to the School of Nursing’s Director of Adjunct Faculty and Clinical Affairs.
- If the student is at a clinical site, he/she should be seen immediately at that facility’s Occupational Health Unit or ER of the clinical site where the incident occurred. The occupational health site where the student is seen should be the liaison for information about laboratory work obtained from the source patient. The student is to present his/her insurance to be billed for the initial work-up.
- In addition to the agency incident report, the clinical faculty member/preceptor is to complete the Duquesne University Student Health Incident/Accident Report as soon as possible after the occurrence.
- The student is to sign the release at the bottom of the form giving permission to the University Health Service to access information and do appropriate follow-up.

Clinical Injury and Illness

The student is responsible for presenting their health insurance card. An incident report should be completed and submitted per clinical site policy. The preceptor should submit a copy of the incident report to the Director of Adjunct Faculty and Clinical Affairs. The student must also complete the Duquesne University Student Health Incident/Accident Report and submit it to the Director of Adjunct Faculty and Clinical Affairs. The Director will forward one copy to the Dean, Associate Dean for Academic Affairs, Chair of Undergraduate Programs, Assistant Dean of Student Affairs, and University Risk Management.

Other Student-Related Incidents, Accidents, or Illness

All student-related incidents, accidents, or illness occurring in course-related activities on campus or off-campus, regardless of severity, are to be reported to the Director of Adjunct Faculty and Clinical Affairs of the respective academic department on the Duquesne University Student Health Incident/Accident Report.

Untoward Events

In the event of a medication error, adverse patient or untoward event in the clinical area, the student is to notify his/her clinical instructor and complete an incident report at the clinical agency at the time of the event. The preceptor is expected to complete the Duquesne University Clinical Incident Report Form within 48 hours of the event and submit the report to the Director of Adjunct Faculty and Clinical Affairs. The Director of Adjunct Faculty and Clinical Affairs will report all clinical untoward events to the Duquesne University Office of Risk Management.
**PROFESSIONAL DRESS CODE**
All students are expected to dress and conduct themselves professionally in clinical and academic settings. The dress code for students in clinical settings must be followed. Additional information and clarification regarding the dress codes or specific clinical agencies or specialty areas will be provided by the respective clinical faculty member.

Uniforms and nametag are to be purchased from American Discount Uniforms in Pittsburgh. All students must use this company as they have license to monogram the Duquesne emblem and names on the uniform. Since you will be in clinical more than one day a week in the sophomore, junior, senior levels and in the second degree program, it is recommended that you purchase more than one uniform as they should be laundered after each wearing.

**COMMUNITY PRACTICE DRESS CODE**
Students should follow the dress code of the assigned clinical site.
Preparing for Graduation
PREPARING FOR GRADUATION

REVIEW OF STATUS
In the final semester of your senior year, it is YOUR responsibility to review your program plan and credit status with your academic advisor to ascertain that you have the correct number of credits satisfactorily completed towards graduation.

CAREER DEVELOPMENT SUPPORT
In collaboration with Career Services, the Office of Student Affairs facilitates several activities for RN-BSN students to assist in planning and preparation for career development. These include resume writing and interview workshops, and mock interviews. Guidance from both the Career Services staff and selected nursing faculty provides support that students need at this critical time.

In addition, the Faculty Mentor program provides faculty guidance and support to all students as they begin choosing from the numerous possibilities of nursing careers. Students are encouraged to meet with their mentor beginning the first year of the RN-BSN Program and regularly thereafter.

ELIGIBILITY FOR GRADUATION
The School of Nursing subscribes to all of the general University Requirements for graduation as indicated in the Academic Policies Section of the current edition of the University Undergraduate Catalog. It is the responsibility of the degree applicant to file an application for degree on a form provided by the Registrar.

Specific School of Nursing requirements include:
1. Completion of required credits for degree and Nursing curriculum.
2. A minimum cumulative overall quality point average of 2.0.
3. Removal of all “F”, “I”, “X”, or LG grades from the transcript.
4. Completion of the last 30 credits toward the degree at Duquesne University.
5. Degree application completed online in Self Service Banner by the deadline listed in the Academic Calendar.
Student Organizations
STUDENT ORGANIZATIONS

ALPHA TAU DELTA
Alpha Tau Delta is a national professional fraternity for nursing students. The Theta Chapter was chartered at Duquesne University in 1938. Eligibility is limited to full-time students who have completed a minimum of one semester in the School of Nursing with a cumulative quality point average of 2.5.

There are many advantages to joining ATD. Alpha Tau Delta promotes higher professional education standards for those in the nursing. Members participate in community projects that strengthen the nursing profession as well as foster the sense of leadership among student nurses. Alpha Tau Delta gives nursing students the opportunity to form close bonds of friendship, fellowship, mutual helpfulness and understanding. Alpha Tau Delta accepts pledge classes during the beginning of the fall and spring semesters. Signs for informal rush parties will be posted at these times. For more information about ATD, check the bulletin board in the Student Lounge in the School of Nursing.

CHI ETA PHI
Chi Eta Phi Sorority, Inc. was founded in 1932 at Freedman’s Hospital in Washington, D.C. Duquesne University's School of Nursing chapter was founded in the spring of 1996. Nationally comprised of more than 5,000 members, (males and females who are predominantly Black) CEP represents many cultures and diverse ethnic backgrounds and is also involved with national programs that include disease prevention and health promotion, educational scholarships, leadership development, recruitment and retention of nurses, and programs for the elderly as well as children.

Membership in Chi Eta Phi develops nursing leadership, encourages continuing education among the nursing population, and continues to recruit individuals to join the nursing profession. It also provides health care professionals with a valuable opportunity to network.

Information about Chi Eta Phi can be found on the bulletin board in the Student Lounge in the School of Nursing.

DUQUESNE UNIVERSITY STUDENT NURSES ASSOCIATION
The Duquesne University Student Nurses Association (DUSNA) is the professional organization which fosters the professional development of nursing students and facilitates entrance into the profession by providing educational resources, leadership opportunities, and career guidance. Our organization strives to keep abreast of the current healthcare issues and concerns, legislation and other prudent issues at a pre-professional stage by speaking out and attending various conventions and bi-annual legislative programs. Most importantly, each and every nursing student of DUSNA grows as a whole person by their individual dedication and collaboration in striving to make a difference.

Members are encouraged to participate in local chapter meetings, advocacy initiatives, and community service projects. As a DUSNA member, students also enjoy membership in the Student Nurses’ Association of Pennsylvania (SNAP) and the National Student Nurses’ Association (NSNA) and are provided opportunities to engage at both the state and national level. Two faculty members from the School of Nursing serve as DUSNA faculty advisors to the organization.

NURSES CHRISTIAN FELLOWSHIP
Nurses Christian Fellowship is a Christian professional organization and a ministry of and for nurses and nursing students. The goals are to facilitate Christian spiritual growth, foster caring relationships among each other, develop Christian nursing leaders, and assist students to view nursing from a Christian worldview. Meetings are held monthly.
SIGMA THETA TAU
Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people through support of learning and professional development of all members who strive to improve nursing care worldwide. Sigma Theta Tau was founded in 1922 by six nursing students at Indiana University who recognized the value of scholarship and the importance of excellence in practice. With the full idealism of women forging paths of change in the 1920s, they wanted to build a framework to encourage future leaders to effectively improve health care.

In 1936, Sigma Theta Tau was the first organization in the U.S. to fund nursing research. Since then the Society has underwritten more than 250 small or "seed" grants, which often begin a whole body of research. These peer-reviewed grants are often the first recognition of potent concepts that eventually lead to major, wide-scale research projects and innovation in the nursing profession.

More than 360,000 nurse scholars have been inducted into Sigma Theta Tau. With 125,000 active members, it is the second largest nursing organization in the world. Members are active in more than 90 countries and territories, and the 431 chapters are located on 515 college and university campuses in the U.S. and countries including Australia, Botswana, Brazil, Canada, Hong Kong, Korea, Mexico, The Netherlands, Pakistan, South Africa, Swaziland, Taiwan and Tanzania.

Membership to the Duquesne University Epsilon Phi Chapter of Sigma Theta Tau is by invitation to senior baccalaureate, second degree, RN-BSN and graduate nursing students, who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.
Appendices
Student Health Incident/Accident Report

Student’s Name: ____  Student’s ID# DO____
Student’s Address: ____
Student’s Phone: ____

Date of Incident/Accident: ____  Exact Time of Incident/Accident: ____

Exact Location of Incident/Accident (building, department, room...)

Describe, exactly, how Incident/Accident occurred: ____

Nature and extent of any resulting injury (i.e. body part, degree of severity...)

Were Medical Services provided? ☐ Yes  ☐ No  If Yes, by whom? ____
First Aid services provided: _____

Disposition/referral of student: (Check all that apply)
☐ University Health Service  ☐ Emergency Room: Name of hospital
☐ Home/Dorm  ☐ Attending Physician: Name of Physician

Was the family notified? ☐ Yes  ☐ No

If applicable, method of transportation to above location:
☐ Ambulance  ☐ Campus Police  Other: ____
Accompanied by: ____

Follow-up Report (i.e. physicians’ report recommendations given...)

____

Clinical Faculty Member’s Signature: ____________________________  Date: ____________________________

Copy 1: Assistant Dean, Student Affairs
Copy 2: Director of Adjunct Faculty & Clinical Affairs
Copy 3: University Risk Management
Copy 4: Chair
Copy 5: Associate Dean for Academic Affairs
Copy 6: Dean

DO NOT DETACH

I, ____________________________ authorize Duquesne University to secure copies of case history records, laboratory reports, diagnoses and any other data covering the accident/incident that occurred on ____________________________ at ____________________________
(Date of incident)(Name of Clinical Site where incident occurred)
Clinical Incident Report

All adverse events or medication errors occurring in the clinical setting involving a student, regardless of severity, are to be reported to the Director of Adjunct Faculty and Clinical Affairs within 24 hours of the occurrence.

Student’s Name _____  Student’s ID# DO_____

Student’s Phone _____

Student’s Address _____

Course Number/Title _____  Clinical Faculty Member _____

☐ Actual medication error  ☐ Near miss  ☐ Other: _____

<table>
<thead>
<tr>
<th>Location of Incident/Error</th>
<th>Date &amp; Time</th>
<th>Description of Incident/Error</th>
<th>Nature and Extent of Any Resulting Injury</th>
<th>Action</th>
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Physician notified: ☐ Yes  ☐ No  Physician’s Name: _____

Faculty Signature: ____________________________ Date: ______________

Copy 1: Assistant Dean, Student Affairs
Copy 2: Director of Adjunct Faculty & Clinical Affairs
Copy 3: University Risk Management
Copy 4: Chair
Copy 5: Associate Dean for Academic Affairs
Copy 6: Dean