

Nursing Graduate

STUDENT HANDBOOK



ACADEMIC YEAR 2026-2027

WELCOME

Dear Graduate Student,

Welcome to Duquesne University School of Nursing! At Duquesne, we provide a student-centered education committed to excellence in liberal and professional education. 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 history that includes the first online PhD in Nursing Program in the nation in addition to other groundbreaking programs such as our Forensic Nursing Program. The School of Nursing offers endless professional and personal opportunities for students and faculty. Some of our achievements and innovations include:

- Recognized by the National League for Nursing as a Center of Excellence for Creating Environments that Enhance Learning and Professional Development (2008 – 2024, 2025-2029)
- Ranked #74 Best Bachelor of Science in Nursing
- Ranked #44 Best Online Master's in Nursing Programs
- Ranked #14 Best Online Master's in Nursing Programs for Veterans
- Ranked #5 Best Online Master's in Nursing Administration Programs
- Ranked #4 Best Online Master's in Nursing Education Programs
- Offering outstanding online academic programs for clinicians and aspiring advanced practice nurses and leaders
- A Center for Research for Underserved and Vulnerable Populations 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.
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- Exciting study abroad opportunities in our BSN, MSN, DNP, and PhD Programs
- Hosting the annual Rita M. McGinley- Rice Symposium Exploring Social Justice for Vulnerable Populations and Carol Carfang Nursing and Healthcare Ethics Conference
- 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

We are pleased to have you as part of our Duquesne nursing community.

Sincerely,

A handwritten signature in blue ink that reads "Mary Ellen Glasgow". The signature is fluid and cursive, with the first name "Mary" and last name "Glasgow" being the most prominent parts.

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INTRODUCTION

INTRODUCTION

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 track was designed for students who hold a baccalaureate degree in a discipline other than nursing. The second-degree track now offers 12-month and 16-month completion options for students.

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, Psychiatric-Mental Health Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Forensic Nursing, Nursing Education and Faculty Role, and Executive Nurse Leadership and Health Care Management.

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. Currently several options are available including the 3-year accelerated, 4-year, DNP to PhD and the PhD in Nursing Ethics programs. The PhD in Nursing Ethics is offered in collaboration with the Center for Global Health Ethics.

In 2008, the School of Nursing opened a Doctor of Nursing Practice (DNP) program. In the Fall of 2014, the School of Nursing launched a 5-year joint Biomedical Engineering and BSN program. In 2017, the School of Nursing launched the PhD in Nursing Ethics program. In 2020, the School of Nursing expanded our Master's programs by launching both Adult Acute Care Gerontology CRNP and Psychiatric Mental Health CRNP tracks and launched its first BSN-DNP program leading to a degree in Executive Nurse Leadership and Health Care Management. In 2025, we launched a Doctor of Nurse Practice (DNP) in Nursing Anesthesia.

Distance Education at Duquesne University

In 1999, the MSN Program in Nursing at Duquesne University converted from a traditional on-campus format to an online format. An innovative model in distance education was designed to expand opportunities for students who might not otherwise be able to earn an MSN in Nursing.

The curriculum, faculty, course expectations, and examinations are the same for the online format as they were in the traditional format. This innovative program is offered through the Canvas Enterprise Learning System and Academic Portal. Classes are delivered in asynchronous format through postings and online discussions boards and occasionally, synchronous instructor facilitated class “chats” at conveniently scheduled times instead of in a classroom on campus. Faculty members conduct virtual office hours through email as well as having designated “real time” online and telephone office hours. Students are always welcome on campus to meet with faculty. Students are required to view a Virtual Orientation at the beginning of the first semester of enrollment.

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 that meets 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 believes 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 client, conceptualized as an individual, family, group or community, is the focus of the professional nurse. We believe each client and member of the School of Nursing community is unique and holds values and beliefs reflective of their own culture, sense of spirituality, and life experiences.

The faculty believes that there are core competencies that enable a nurse to provide “safe passage” for clients. 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, clinical inquiry, and collaboration.

The faculty believes that together we serve students by being strong role models through commitment to excellence as teachers, scholars, clinicians, and learners. The faculty is dedicated to cultivating a sense of professional empowerment, a desire for life-long learning, and a passion for social justice as a way of being in our school and as an integral part of our school community. An innovative curriculum, based on the changing health and socio-cultural needs of populations and the health care delivery system, is integral to the commitment of the faculty to students' learning and development.

The faculty believes that we all learn best when actively engaged in the learning process. The faculty desires 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.

MSN/PMC Program Outcomes (Students Entering Prior to Fall 2025)

The advanced practice nurse will synchronize the nurse competencies with patient characteristics in facilitating health care delivery as follows:

1. Demonstrates clinical judgment within the context of the advanced practice role.
2. Assumes a leadership role in creating a compassionate and caring environment to promote comfort and prevent suffering.
3. Advocates collaborative and interdisciplinary approaches to the design of comprehensive care to individuals/families, communities, and populations.
4. Integrates theory, clinical inquiry, and evidence-based nursing practice into the advanced practice role.
5. Participates in the design, implementation, and evaluation of health care systems to foster safe passage and excellence in health care delivery.
6. Creates a culturally competent practice environment to enhance health care outcomes.
7. Champions ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.
8. Commits to lifelong learning for self and consumers.

MSN/PMC Program Outcomes (Students Entering Fall 2025 and after)

The advanced practice nurse will synchronize the nurse competencies with patient characteristics in facilitating health care delivery as follows:

1. Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist use an intradisciplinary approach applying clinical judgment founded on a broad knowledge base from theory, research, arts, humanities and other sciences.
2. Distinguish and promote person-centered care that is holistic, compassionate, evidenced-based, and developmentally sound for individuals, families, communities, and populations in their cultural context for optimal healthcare outcomes.
3. Develop implementation and dissemination strategies to address the social determinates of health including population health, health equity, and health policy through collaboration with community stakeholders.
4. Identify, differentiate, and analyze evidence-based practice to improve health outcomes while embracing ethical concepts as a life-long learner.
5. Transform health care delivery through the development and implementation of quality improvement initiatives to mitigate risk and promote safety of the patient and health professionals.
6. Participate in the development of critical elements used in interprofessional, team-based healthcare to address needs of a population with the purpose of increasing positive patient outcomes.
7. Organize and execute safe, quality, and equitable care to diverse populations while maintaining cost-effective, just, and responsible stewardship of multiple system resources.
8. Embrace various technologies and informatics in safe care and communication to patients, interprofessional team members, and other stakeholders to deliver safe care to diverse populations.
9. Demonstrate a professional approach in nursing through personal accountability to the individual, society, and the profession incorporating relevant laws, policies, and regulation while recognizing diversity, equity, and inclusion as core to one's professional nursing identity.
10. Participate in leadership development activities that foster professional growth and encourage lifelong learning that demonstrate selfcare and reflection by maintaining health and wellness.

PhD Program Outcomes (Students Entering Prior to Summer 2025)

The overall purpose of the PhD Program in Nursing is to prepare graduates for a lifetime of intellectual inquiry, creative scholarship, and research. Graduates of the program will be competent in research, scholarship, and leadership within the profession of nursing. The graduate must possess and demonstrate specific competencies. These include the ability to:

1. Function as an independent researcher and conduct original research that builds upon prior research and expands the science of nursing.

2. Integrate theoretical frameworks and research findings from other disciplines to enhance the practice of professional nursing.
3. Produce scholarly work that contributes to the science and profession of nursing by communicating creative solutions to problems in nursing and health care.
4. Demonstrate leadership and collaborative strategies to reduce health care disparities on a local, national, and international level.
5. Help improve the health of the community by generating new evidence for nursing practice that solves problems related to health care delivery.
6. Evaluate issues that affect health care and advocate for change in health care policies based on evidence and the principles of social justice.

PhD Program Outcomes (Students Entering Summer 2025 and after)

The overall purpose of the PhD Program in Nursing is to prepare graduates for a lifetime of intellectual inquiry, creative scholarship, and research. Graduates of the program will be competent in research, scholarship, and leadership within the profession of nursing. The graduate must possess and demonstrate specific competencies. These include the ability to:

1. Function as a nurse scientist by conducting original research that builds upon existing evidence and expands the body of knowledge in nursing and health.
2. Utilize theoretical frameworks and research findings to guide inquiry that enhances health and health care delivery for all.
3. Produce and disseminate scholarly work that contributes to the science and profession of nursing by communicating creative solutions to problems in nursing and health care.
4. Lead collaborative research teams to reduce health care disparities on local, national, and global levels.
5. Demonstrate high ethical standards in all research activities.
6. Advocate for health care policies that are based on evidence and the principles of social justice.

Doctor of Nursing Practice (DNP) Program Outcomes (Students Entering Prior to Fall 2025)

The graduate of the DNP program will:

1. Demonstrate effective clinical judgment through the synthesis and interpretation of multiple data sources and the efficient use of multidisciplinary collaborative approaches
2. Function as a moral advocate for patients, families, and communities, advancing their empowerment in complex situations
3. Model astute awareness of patient and family needs, anticipating their changing requirements and ensuring patient comfort and safety in all care planning
4. Actively seek opportunities to teach, mentor, and facilitate the professional development of colleagues
5. Develop, integrate, and foster strategies to address issues within the system to enhance patient care services and outcomes
6. Integrate system-wide responses to health care diversity requirements among patients

and staff

7. Develop creative educational programs for the system to address patient needs, staff development, and student achievement
8. Foster the exploration of new knowledge to address issues in the delivery of health care, especially nursing care
9. Advocate for culturally competent environments and systems of care
10. Sponsor and model ethical decision making in all aspects of practice with the self, patient, family, community, and health care delivery systems

Doctor of Nursing Practice (DNP) Program Outcomes (Students Entering Fall 2025 and after)

The graduate of the DNP program will:

1. Demonstrate effective clinical judgement and innovation in nursing practice through the integration, translation, and application of distinct nursing knowledge utilizing shared multi-disciplinary theory and research-based knowledge
2. Develop person-centered plans of care that integrates holistic, compassionate, evidence-based, and developmentally appropriate knowledge, regardless of specialty or functional area, integrating assessment, evaluation, and diagnostic skills into care coordination.
3. Engage in traditional and non-traditional public health partnerships that demonstrate advocacy and equitable policy strategies and consider the socioeconomic impact of health care delivery to ensure equitable population health outcomes and advanced preparedness during disasters and public health emergencies.
4. Transform into practice evidence-based nursing knowledge based on scholarly ethical foundations that promote, integrate, and improve health care systems and patient outcomes.
5. Formulate interprofessional quality improvement practice and safety initiatives within the healthcare system through performance, fiscal, and policy measures, and organizational processes.
6. Model interprofessional collaboration through partnerships between various healthcare disciplines, patients, families, and communities, utilizing team dynamics to empower colleagues, patients, families, and communities to act on behalf of justice and improved healthcare outcomes.
7. Implement safe, cost-effective, quality, interprofessional, and equitable care to diverse populations that utilize evidence-based practices and innovations to optimize care across healthcare systems.
8. Review data obtained from the use of technology, communication, and informatics to create meaningful information to guide decision-making and support the expansion of knowledge and ethico-legally sound advanced nursing practice within health care delivery systems serving diverse populations.
9. Create opportunities to teach, mentor, and facilitate professional and interprofessional development of nurses and other healthcare disciplines to promote a participatory approach to the delivery of healthcare across all diverse cultural and spiritual milieus.
10. Integrate personal health and well-being practices while contributing to a resilient workplace environment fostering individual and professional growth while employing

leadership skills that advance nursing practice that supports the role of the professional nurse in promoting social justice across the healthcare delivery systems

Statement Regarding Online Learning

You have chosen an online, rigorous graduate program to complete your MSN, DNP or PhD. Graduate faculty embrace many principles associated with adult learners, who are considered independent learners. We recognize that students are clinical experts in a variety of facets of nursing and come to each course with a certain knowledge level, and most likely an advanced RN skill set. Adult learners typically return to school to create some sort of personal change in their skills, behaviors, knowledge, and attitude concerning their career. You have chosen a rigorous online graduate nursing program and will find this program delivered solely online, set at an accelerated pace, and should expect it will build on your foundational nursing education. As a graduate student, you will find this educational experience different from your basic nursing education. Lecture format is often replaced by short, narrated lessons, and you will be asked to synthesize and apply information and concepts that will call on your nursing experience and course work. You will be working independently and will need to identify and utilize additional resources to increase your understanding. Faculty are here to guide and assist your learning, and to provide constructive feedback to help the learner stay on track.

Your Parents, Spouse, and Family and Your Education

If you are fortunate enough to have the support of parents, a spouse, family, and/or close friends, then you certainly already know how they can help you reach your goals. We encourage their active involvement in your life and hope that they consider themselves part of the extended Duquesne community.

However, when it comes to your academic success, you must be your own best advocate. When you graduate you will be responsible for the health and well-being of your patients, and for your own professional development. One major goal of the college experience is evolving into a nurse-and a person-who is able to have difficult conversations, seek out solutions to complex problems, advocate for yourself when you perceive inconsistencies, and accept responsibility when you have not met the standards expected of you.

To that end, School of Nursing faculty, staff, and administrators make it a general policy not to talk to parents, spouses, or family about student issues. If you are having difficulty in a class, with a school policy, or with an instructor, you are expected to understand the “chain of command” in place and pursue the appropriate action. Questions about the process are most easily addressed by reading the Handbook; if that is not clear, you should talk to your Academic Advisor or contact the Office for Student and Alumni Affairs. There are exceptions to this policy, such as if you are in the midst of an emergency and not able to communicate directly, or if the situation is a matter of safety or security that must include notification of parents or family. But the majority of the time, **we expect that all school-related communication be with students directly, and not with parents, spouses, or family members.** For matters where parents/spouses must be involved, students must also be present (unless unable, due to circumstances). Students are sometimes under the erroneous impression that having parents/spouses call is more effective, but the truth is that it often delays action, and results in the same outcome. Additionally, when someone other than the student must be involved in the

discussion regarding a student's academic record, that individual must be properly designated under FERPA permissions with the University. Your Academic Advisor and all faculty members are here to help you learn the skills you need to advocate for yourself and your future patients; part of the learning process includes taking on that role as a student.

Student Acknowledgement of Standards

At the start of each academic year, students are required to review the student handbook for their given program. Students are required to acknowledge that they have reviewed the handbook and policies therein and that they understand them as written. The student's acknowledgment will be kept for reference as needed. Students who do not acknowledge the handbook by the deadline each academic year will have a registration hold placed on their account.

MultiPass Instructions

The University uses a MultiPass system that will allow you to access a variety of electronic resources at Duquesne through the internet. The Duquesne Portal through which you can access information, including the ability to view and print your course schedule, and access your DU email and Canvas. 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 Canvas in this handbook. Please remember that you must initialize your MultiPass account in order to gain access to these resources.

Email

An email account is automatically created for you once you return your acceptance form indicating your intention to enroll. This is the account to which all official email from the School of Nursing and faculty will be sent. You are to use this account for ALL Duquesne communication. Students are expected to check their email every 24 hours during the school week, Monday - Friday.

1. Log on to DORI
2. Click on Quick Links at the top of the page
3. Choose the email icon from the drop-down menu

Technology Requirements for Graduate Nursing Students

Students are **required to have a laptop or desktop computer** that meets the system requirements outlined by the Duquesne University School of Nursing.

Computer – Must be Windows or Mac based

- Chromebook, Surface Pro, iPad and similar tablets are **not** compatible
- Windows systems such as **RT** and **S** are **not** compatible

Mac:

- Operating System: MacOS Sequoia (version 15) or later
- The more expensive MacBook Pros are acceptable, but unnecessary.

- Do not purchase a Mac with an **Intel** CPU

Windows:

- Operating System: latest version of Windows 11
- **Intel i5 12th** Generation or higher CPU OR **AMD Ryzen 5** or higher CPU
- Snapdragon processor not compatible

All computers:

- 250+GB SSD storage space
- 8GB RAM minimum, 16+GB recommended
- Broadband Internet connection at least 10 Mbps download/upload speed
- Webcam (*internal or external*) for video conferencing and proctored exams
- Microphone (*internal or integrated microphone in webcam is sufficient*)
- Speakers, headphones or earbuds

Software

- Visit Duquesne's "App Marketplace" for software available to students
 - EndNote, JMP, SAS, SPSS, Microsoft Office, Zoom, Qualtrics, etc.
 - More Info: [App Marketplace](#)
- Adobe® Reader DC or later ([download](#) available for **FREE**)
- [Mozilla Firefox](#) web browser
- [Google Chrome](#) web browser



REGISTRATION AND GENERAL INFORMATION

REGISTRATION AND GENERAL INFORMATION

Academic Calendar

The academic year at Duquesne University is based on 3 main semesters, fall, spring and summer, which run approximately as follows:

- Fall semester runs from late August to mid-December
- Spring semester runs from early January to early May
- Summer semester runs from early May to late July

Online nursing courses are taught in 12- or 15-week terms. Students should review their program plans to determine the length of the course(s) in which they are enrolling to ensure that they are following the appropriate guidelines and deadlines.

For exact dates, students should refer to the published [University Academic Calendar](#)

Academic Advisement

Every student attending the University is assigned an academic advisor. The School of Nursing's Online Academic Advisor is:

Online Students

MSN/PMC/DNP
Last Name A-L

Krista Baldauf
550B Fisher Hall
412.396.2332
baldauf@duq.edu

MSN/PMC/DNP/Continuing PhD
Last Names M-Z

Tara Pagone
550A Fisher Hall
412.396.5228
boverst@duq.edu

Duquesne Portal

Duquesne's Portal is where 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. Portal also serves as your access to Canvas. Another important resource is the Nursing Student Intranet Site, which is located here:

<https://intranet.duq.edu/academics/schools/nursing/index.php>

This site functions as a "bulletin board" as well as a resource for a variety of information including announcements, student handbooks and policies, etc.

Registration of Classes

Registration deadlines for each semester are posted on the Graduate Academic Advisor's Canvas site as well as the registrar's site. Students are strongly encouraged to adhere to the deadline dates in order to assure entry into and access to courses prior to the start of the semester. It is the student's responsibility to register each semester for the course or courses listed on the approved program of studies. Students must register by the deadline specified in the academic calendar to allow sufficient time for adding them to the class rosters for online classes. Please comply with these deadlines. Students who register within the last two days of the registration period may not have immediate access to the Canvas Course Site, it can take

24-48 hours for processing.

It is the responsibility of the student to make payment arrangements for your tuition and fees through the Student Accounts Office at 412-396-6585 (See information below on e-Bills). With the exception of the Doctor of Nursing Practice (DNP) and PhD programs, students are billed technology fees through the School of Nursing for each semester that they register for coursework. Refer to the Schedule of Classes for payment information. If an account balance is not paid in full by the beginning of pre-registration for the next semester, registration will not be permitted. The student is responsible for verifying that payment has been received and that there is a zero balance or that Student Accounts/Financial Aid office has made special accommodations permitting registration.

How to Register Using Self Service Banner

SSB is a web interface to Duquesne University's administrative database. It is designed to securely deliver real-time information to your desktop via your web browser. Students can access Self Service Banner through the Portal using their MultiPass. For information about MultiPass, Portal and Self-Service Banner go to the [CTS web site](#). Students are to use the approved program of study as a guide to registration and may use the following instructions.

Adding a Class

1. Click on Registration tile.
2. Click on Select Term, and choose the appropriate semester from the dropdown list.
3. Click on Add or Drop Classes.
4. Type in the CRN or click on the Class Search tab from the bottom of the page.
Note: A "C" means the course is closed.
5. Click either the Register bar or the Add to Worksheet bar from the bottom of the page.

Dropping a Class

1. Click on Registration tile.
2. Click on Select Term, and choose the appropriate semester from the dropdown list.
3. Click on Add or Drop Classes.
4. From the screen which displays your Current Schedule, click the Action dropdown, and choose Web Drop. *Note: you must see your Academic Advisor to drop your last class.*
5. Click the Submit Changes bar from the bottom of the screen.

Once registration is completed, a student may view and print a course schedule from the student tab and then choose one of the schedule viewing options.

Once registration has been completed on Self Service Banner:

- The Graduate Academic Advisor receives notification of the registration within 24 hours. The advisor will contact the student only if there is a problem with the class schedule.
- Final course grades must also be obtained via Self Service Banner at the end of each semester.

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

Cancelling Your Registration

Once an eBill notification has been received from the University, you are obligated to pay this bill unless your registration is canceled (i.e., completely withdraw from the University) for that semester. Students wishing to cancel registration, must notify the Graduate Academic Advisor before the first day of classes for that semester. Cancellations received on or after the first day of class will be subject to the withdrawal refund policy published in the [Academic Calendar](#).

Registration Holds, Restrictions or Problems

Students with an account restriction in place for any reason will not be able to complete the registration process. Check “View Holds” * prior to attempting to register 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 access to Self Service Banner. Contact the CTS helpdesk for technical assistance at 412.396.4357.

Class Schedule

Once you are registered you can access your schedule through Portal using the following step-by-step instructions:

1. Log on to Portal
2. Click on the tab at the top labeled: Self-Service Banner, then click the tab: Student Information.
3. Click on the Registration link, and then click on View Weekly Schedule or View Class Schedule. (You may wish to view your schedule in “calendar view” in the View Weekly Schedule option or as a list of your courses with pertinent information in the View Class Schedule option.)
4. Select the appropriate term.
5. Click on the printer icon and print your schedule.

That’s it! You will then have a copy of your schedule.

Change of Schedule (Add/Drop)

A student wishing to make a change in a class schedule to drop or add a course after registration may do so in Self-Service Banner, ONLY during the official registration and/or add/drop period. This is typically the first week of class for each semester. The Graduate Academic Advisor must be contacted in order to process an add-drop after the first week of class. Courses dropped after the deadline are classified as course withdrawals and subject to

the withdrawal refund policy published in the Schedule of Classes. The Graduate Academic Advisor must approve any changes in schedule.

Leave of Absence

Under certain circumstances, students may be permitted to take a temporary Leave of Absence. Three types of approved temporary leave exist: medical, military, and personal.

A Medical Leave of Absence may be granted based upon a recommendation from a certified, licensed healthcare provider who is not a close family member. Students request a Medical Leave of Absence by submitting to the academic dean, or the dean's designee, a written request accompanied by a corroborating recommendation from said healthcare provider. Students who are registered at the time they seek a Medical Leave of Absence should consult the *Graduate Catalog* for the required procedure to file either a Notice of Complete Withdrawal or to file for a Medical Withdrawal depending on circumstances and preferences of the student.

A Military Leave of Absence is granted based upon a student's call to duty or training in the Armed Services or a Reserve Component. Students who are called to active duty or military training of any type, whether voluntary or involuntary, may request a Military Leave of Absence by submitting to the dean, or the dean's designee, a written request along with copies of their official military orders. Students who are registered at the time they seek a Military Leave of Absence should consult the *Graduate Catalog* for the required procedure to file a Notice of Complete Withdrawal for Active-Duty Military Personnel. Requests for military withdrawal should be filed prior to departure but must be filed no later than 60 days following the termination of military orders. Spouses of service members called to active duty may also request a Military Leave of Absence and should follow the same procedure to request the leave.

A Personal Leave of Absence may be granted based upon any grounds other than medical reasons or military service. A maximum of three semesters of Personal Leave may be granted. A request should be filed at the time it is determined the leave is needed, since it will not be granted retroactively. Students who are registered at the time they seek a Personal Leave of Absence should consult the *Graduate Catalog* for the required procedure to file a Notice of Complete Withdrawal for the term. Requests for a Personal Leave of Absence are submitted to the designated school committee or office, which forwards a recommendation to the school Dean. The Dean makes the decision about the leave, and that decision is final.

Approved Medical, Military, and Personal Leaves of Absence do not count toward a student's statute of limitations. Students granted an approved Leave of Absence will have their time-to-degree extended by the amount of time granted by the leave. Readmission of a student following an approved Leave of Absence is granted automatically if the student was in good standing when the Leave was granted.

During an approved Leave, students are not enrolled nor do they have an active student status. Students taking an approved Leave of Absence should make every effort to resolve any grades of incomplete that are due to convert to failing grades prior to beginning a leave or should negotiate with the course instructor(s) a time line for the completion of remaining work. Any extensions of the I-to-F deadline must be approved by the course instructor(s) and communicated to the University Registrar.

Financial aid, insurance, and/or other funding may be affected by federal law and/or university policy when taking an Approved Leave of Absence and should be investigated prior to leave.

International students should consult with the Center for Global Engagement before requesting a leave of absence, since visa status and other related issues could be affected.

Updating Your Personal Information

Although it is possible to update an address in Banner Self Service, it is the responsibility of the student to keep the Office for 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 Graduate Advisor promptly. It is also highly encouraged that you update your Clinical Coordinators of any move or employment change due to the sensitive and timely nature of clinical rotations, nursing licenses, and background checks.

Canvas

Canvas is the Course Management System for all courses and general communication with students. Each graduate course for which you are registered will have its own course site, which is listed on your main "Dashboard".

Logging on to Canvas:

1. Log on to Portal
2. Click on Quick Links at the top of the page
3. Choose the Canvas icon from the drop-down menu

Email List Serve

All communication from the School of Nursing will be sent through the School of Nursing email list serve. You will automatically be subscribed to this email list serve. **All students are responsible for checking and responding to Duquesne email daily.**

DU Card

All students are required to have a [DU Card](#) to be in compliance with the School of Nursing. If you live near Pittsburgh, you are welcome to come to campus any time during DU Card Center hours (8:30 am - 4:30 pm) 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 through the [DU ID Photo Submission Form](#) which meets the following requirements:

- Color photo taken within the past six months
- Solid white, off-white, or very light background
- Proper lighting
- Centered and frontal view of full face
- Cropped from just above the top of the head to the collarbone

- Eyes open and visible (wear prescription glasses if you normally do so; wait for shading to fade if wearing transition lenses)
- Save photo using your last name and first initial as a **JPG file type only**

Unacceptable Photo Submissions include:

- Wearing hats, sunglasses or other items that obscure the face (unless worn for religious purposes)
- Closed eyes; glare on glasses (to avoid glare slightly tilt glasses downward)
- Shadows on the face
- Other visible people, objects, or text in the background
- Inappropriate expressions
- Group photos
- Photos of photos
- Blurry photos
- Black and white photos
- Photos with filters applied
- Photos with your hand resting on your face
- Side profile of face

Finding/Ordering Textbooks

Log on to the Portal and click on the Self-Service Banner Tab at the top. Click on the Student Information tab and the link that says “Review/Purchase Course Materials.” Please note that you must be registered in order to view your customized book list in Self Service Banner.

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 graduate program. Nursing program applicants and continuing students in the program must be able to meet the cognitive, affective and psychomotor requirements of the curriculum.

The School of Nursing in accordance with Section 504 of the Rehabilitation Act of 1973 and the 2009 Americans with Disabilities Act Amendment (ADAA) has identified specific essential abilities or technical standards. 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 graduate program.

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 training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients. Students are not permitted to take substances that have the potential to slow their reaction time in providing prompt treatment and care to patients.

Observational Abilities

The student is expected to be able to observe the patient holistically to accurately assess any health/illness 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. Additionally, due to patient safety concerns, students are not permitted to wear immobilizing devices in the clinical area care team.

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 their 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 their 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 situation; 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*, 2021.)

Medical Marijuana

Students are not permitted to use marijuana during clinical rotations as it is not permitted by the School of Nursing's clinical partners while students care for patients due to patient safety considerations. It is up to the student's physician if they elect not to use marijuana as a medical treatment to enter a nursing school in Pennsylvania. The School of Nursing does not recommend any medical treatment for students. Students will need medical clearance by their physician indicating that they meet the technical standards as outlined in this section of the

handbook without marijuana use. Any student who receives a positive drug test for marijuana will not be permitted to attend the clinical portion of the program.

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 is 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 <https://www.duq.edu/academics/schools/nursing/technical-standards>. All requests for accommodation by applicants or current students are to be directed to the University Office of Disability Services. In certain circumstances, the Assistant Dean for Recruitment and Enrollment Management, Associate Dean for Student and Alumni Affairs, Chair of Advanced Practice Programs, Chair of Advanced Role and PhD Programs or Clinical Coordinator may be consulted, as needed, by the Office of Disability 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.

ADA Accommodations

Students requesting accommodations should contact the Duquesne University Office of Disability Services at 412-396-6658. Students requesting academic accommodations must register with the Office of Disability Services. This request must be made each term while the student is enrolled at Duquesne University. University policies surrounding academic accommodations can be found here: <https://www.duq.edu/life-atduquesne/student-services/disability-services/academic-accommodations>. Students requesting accommodations and services at Duquesne University need to present a current letter of accommodation to faculty before accommodations can be made. Letters of Accommodation are issued by the Office of Disability Services. Approved testing accommodations, from the Office of Disability Services, require 3 business days' notice prior to an exam in order to be implemented.

Title IX Sexual Harassment & Sexual Misconduct

Any person may make a non-confidential report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the

office address, listed for the Title IX Coordinator below. Contact information for Title IX Deputies is also included below:

Title IX Coordinator and Director of Sexual Misconduct Prevention and Response

Alicia Simpson
412.396.2560
simpsona8@duq.edu
Student Union

Deputy Title IX and Sexual Misconduct Prevention and Response Investigators

Sherene Brantley (Athletics) – lemoniass@duq.edu - 412.396.5243
Annie Mullarkey Sawa (Student Conduct) – mullarke@duq.edu - 412.396.6642
Kate DeLuca (Nursing) – deluca899@duq.edu - 412.396.6551
Quincy Stephenson (The Center) - stephensonq@duq.edu - 412.396.1117
Tiana Brophy (Disability Services) brophyt1@duq.edu – 412.396.6658
Lindsay Seal (Human Resources) – seall@duq.edu – 412.396.5103

Non-Discrimination and Title IX

Duquesne University does not discriminate on the basis of sex in the education program or activity that it operates. Duquesne University is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admission and employment. Inquiries about the application of Title IX to Duquesne University may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights at the United States Department of Education Office for Civil Rights, or both.

Additional information, including relevant policy information is included on the Title IX website at <http://www.duq.edu/titleix>

Anti-Retaliation Policy

The School of Nursing believes in protecting students from retaliation for any of the following reasons, but not limited to:

- taking part in an investigation
- reporting of a concern or issue in good faith
- adhering to the School of Nursing or Duquesne University policies and procedures

objecting to any action that is believed to be unlawful or unethical by an individual or group of individuals within the University community



FINANCIAL OPPORTUNITIES AND STUDENT SUPPORT

FINANCIAL OPPORTUNITIES AND STUDENT SUPPORT

Financial

Research Assistant/Teaching Assistant

In the summer, the Graduate Program Chairs notify students about research and teaching assistant positions that are available working with School of Nursing faculty for the academic year. Students are selected based on their interest and ability to work on the specific projects. These positions can be filled by online students. You do not have to live in the local area to qualify. Students enrolled in the DNP CRNA track are not eligible to be an RA or TA.

Registration for Assistantship

Assistantship is a mechanism for graduate students to receive recognition on their transcript for teaching assistant or research assistant positions in the School of Nursing. Students who are awarded assistantships through the Associate Dean's office will also be registered for Assistantship FT (full time) or Assistantship HT (half-time) in the semesters that the position is awarded. Assistantship FT is equivalent to 6 or more hours of work per week per semester while Assistantship HT is equivalent to at least 3 hours but fewer than 6 hours of work per week per semester. There is no fee or credit amount associated with Assistantship FT or HT. It is a designation that will allow students to receive recognition for their work as a teaching or research assistant.

Students enrolled less than full time in coursework (HT) who are also awarded a teaching or research assistantship (at least HT) may combine the two designations to earn a full-time status. In accordance with the University withdrawal policy, if a student relinquishes their teaching or research assistantship position before the end of the semester, the appropriate withdrawal paperwork must be completed and the student's registration will be updated.

Other Sources of Financial Aid

The University Financial Aid Office (412-396-6607) has information about Stafford Loans and other financial aid programs for which you may be eligible.

35% Tuition Discount

Students in our MSN, PMC, DNP (non-Nurse Anesthesia), and PhD programs may be eligible for a 35% tuition discount. To be eligible, you must meet the following criteria:

- Be a registered nurse.
- Be a full-time or part-time employee at one of our [partnering agencies](#) or a member of a [partnering organization](#). Please check back as the list is updated periodically.
- Enroll as a full-time or half-time Duquesne University School of Nursing student in one of our graduate programs. Please note: Special Status students are not eligible for the tuition discount.
- Unless a student changes their place of employment, new paperwork does not need to be submitted every semester.
- Students enrolled in the DNP Nurse Anesthesia track are not eligible to receive the 35%

tuition discount.

Process for receiving the discount:

1. Once you are admitted to the School of Nursing graduate program, check the list of [Partnering Agencies](#) or Partnering Organizations to determine your eligibility
2. If you are eligible, enter your information into either the membership verification form and student contract (<https://form.iotform.com/250983498970071>) or the employee verification form and student contract (<https://form.iotform.com/250655438838064>).
3. For agency verifications, based on the information provided by the student, your employer will be sent the verification link.
4. Once your employer completes the verification, the School of Nursing and the student will be notified via email. The discount will be processed within 48 hours of notification to your account.
5. For organization verifications, students will need to upload a letter of membership. The discount will be processed to your account within 48 hours of notification.

Complete Tuition Discount applications **must be received** no later than the end of drop add. Applications received after the deadline will be processed for the following semester. View [Academic Calendar](#) for upcoming start dates. Students enrolled in the DNP Nurse Anesthesia programs are not eligible for the 35% discount.

Student Support Services

University Writing Center

412-396-5209

<https://www.duq.edu/academics/academics-advising-and-support/writing-center/index.php>

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 including students learning at a distance

University Counseling and Wellbeing Center

412-396-6204

<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/counseling-services/index.php>

University Counseling Center offers personal counseling, career counseling, testing for academic strengths and problems, career aptitudes, study skills and time management. They also offer work-shops related to current issues and concerns such as test anxiety, self-esteem, eating and body image concerns, relationships, and assertiveness. Telehealth appointments are available to students off campus and in Pennsylvania. Students residing outside of Pennsylvania can be referred to services in their area.

Office of Student Conduct

412-396-6642

<https://www.duq.edu/life-at-duquesne/index.php>

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.

Psychology Clinic

412-396-6562

<https://www.duq.edu/academics/colleges-and-schools/liberal-arts/departments-and-centers/psychology/psychology-clinic.php>

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. Confidentiality is upheld. The Clinic is open Monday through Friday, 8 a.m. – 4 p.m. and early evening hours are available. For an initial interview, call 412-396-6562.

Campus Ministry

412-396-6020

<https://www.duq.edu/social-impact/mission-and-spiritual-values/spiritan-campus-ministry/index.php>

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. Online wellbeing check-ins are available.

Office of Disability Services

412-396-6658

<https://www.duq.edu/about/accessibility/disability-services.php>

The Office of Disability Services provides services to all University students with documented disabilities such as early pre-registration, classroom relocation, specialized testing accommodations, note-taking assistance and other accommodations.

Center for Excellence in Diversity and Student Inclusion

412-396-1117

<https://www.duq.edu/social-impact/diversity-equity-and-inclusion/center-for-excellence-in-diversity-and-student-inclusion/index.php>

The Office of Diversity and Inclusion (ODI) helps develop a diverse student population by providing support services and opportunities for learning. We are further committed to meeting the needs of historically underserved and underrepresented students of color.

Financial Aid

412-396-6607

<https://www.duq.edu/admissions-and-aid/financial-aid>

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.

Student Organizations

Recognized student organizations are independent from the University, but in order to secure

and maintain recognition, they need to abide by the policies and procedures in the handbook.

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 pathways 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, and graduate nursing students, who demonstrate excellence in scholarship, and to nurse leaders exhibiting exceptional achievements in nursing.

Chi Eta Phi

Chi Eta Phi Sorority, Inc. (CEP) is a professional organization for registered professional nurses and student nurses (male and female) representing many cultures and diverse ethnic backgrounds. Founded in 1932 at Freedman's Hospital in Washington, D.C., CEP is comprised of over 90 graduate chapters and 50 undergraduate chapters located in 26 states, District of Columbia and St. Thomas, US Virgin Islands. More than 9,000 Registered Nurses and Student Nurses hold membership in Chi Eta Phi Sorority, Inc. Chi Eta Phi is an internationally recognized leader in the provision of health education, leadership development, and service to the community.



GRADUATE NURSING PROGRAMS AND ACADEMIC POLICY

GRADUATE NURSING PROGRAMS AND ACADEMIC POLICY

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.

NUMERICAL GRADE	LETTER GRADE	QUALITY POINTS
95.00 – 100	A	4.00
92.00 – 94.99	A-	3.70
89.00 – 91.99	B+	3.30
86.00 – 88.99	B	3.00
83.00 – 85.99	B-	2.70
78.00 – 82.99	C+	2.30
74.00 – 77.99	C	2.00
74.00 and below	F	0.00
I	Incomplete	
W	Withdrawal	
LG	Late grade (not reported by faculty)	

The School of Nursing does not round grades.

A minimum passing grade for nursing courses in the MSN and PMC programs is a “B-.” The minimum passing grade for nursing courses in the PhD and DNP programs is a “B”. If a student fails the clinical component of a course, they will fail the entire course; both theoretical and clinical aspects. If a student fails the theoretical component, they will fail the entire course; both theoretical and clinical aspects. Students are expected to attend all classes, clinical experiences, and clinical residencies. The specific attendance policy may vary with courses. In the case of a failed clinical course, the entire course must be repeated including the clinical hours required for the course.

Attendance/Participation Policy

It is the policy of the Duquesne University School of Nursing that every student is expected to participate in each of their courses through regular attendance at lecture, clinical lab and

simulation sessions, and clinical practice. It is further expected that every student will be present, on time, and prepared to participate in all learning experiences.

- Any student who does not fully participate in the required residencies for their program and complete all lab and simulation components, will receive a failing grade for the course.
- Any student who does not complete all the required clinical/practice hours required by the course will receive a failing grade for the course.
- If a required residency is held virtually, attendance is still mandatory.
- Students are strongly expected to log in to their online classes regularly each week, complete assignments on schedule, and actively participate. A common guideline is to dedicate 2-3 hours of study time per week for each credit hour of an online course.

Students are required to take all examinations and quizzes on the scheduled date. Exams are taken seriously, proctored, and evaluated statistically. A testing coordinator is involved in launching each exam. *We are unable to set separate exam dates for personal events, vacations, or work schedules.* Should a student have a medical emergency take place the faculty should be notified as soon as possible and a date to complete the exam established once the student is able. Students will take an alternate exam at the faculty's discretion. Vacations and social events are not considered to be excused absences. Students are advised not to make personal or travel plans until all course requirements have been met. Any special request must be pre-arranged and pre-approved by your course faculty member.

Faculty reserve the right to provide an alternate make-up exam for any student with a pre-approved authorization testing outside of the time frame or a regularly scheduled course exam. While content tested would not change, the format of the exam may change.

If a student has to miss class or clinical due to military orders, the student is required to submit a copy of the orders to the Associate Dean for Student and Alumni Affairs. Once the orders are submitted to the Associate Dean for Student and Alumni Affairs, they will notify all appropriate course faculty. The student can then work with course faculty to make appropriate arrangements. The orders can be redacted as appropriate, but must show the student's name and the dates of military obligation.

Eligibility For Student Attendance at Conferences/Activities

In order for a nursing student to attend a professional conference, activity, or serve on a School of Nursing committee as a representative of the School of Nursing a student must be passing all of their courses, have no issues with class or clinical absences, no pending violations of professional conduct, academic integrity, or disciplinary charges and the Associate Dean for Student and Alumni Affairs must approve. It is the student's responsibility to determine conflicts of classroom or clinical experience and to plan with the professor to make up the work missed prior to the actual event. If approved, the absences will be considered excused.

Exam Policy for Online Exams

Exam Monitor

Exam Monitor is the proctoring software used for exams and is integrated into the Exemplify software for Windows and Mac computers. Exam Monitor will record the student's webcam, microphone and computer screen for the duration of the exam. The recording will be reviewed by a proctor and flagged for any suspicious activity and academic integrity violations. Any flagged items will be reported to the student's course instructor for review. Students must use the latest version of Exemplify software to take a proctored exam and update their Exemplify software when new releases are made available. The student must also maintain an active Internet connection to start the exam and to upload their answer file and Exam Monitor video after submitting the exam. The purpose of this technology is to reduce violations of academic integrity and better comply with evolving accreditation standards.

Exam Monitor will be used with online examinations as instructed by faculty.

- Students are required to download the required Exemplify software and log in with their account credentials following the procedures outlined in the Exemplify instructions.
- Students are responsible for self-testing the functionality of the system well in advance of all Exemplify exams in their courses, so that any troubleshooting that is required can be accomplished.
- Students who elect to travel during a major exam experience assume the risk for technological issues that may hinder or prevent the exam process. Elective travel is not an acceptable reason for missing an exam. Any missed exam will have a score of zero entered.
- Students are required to complete the Mandatory Mock Exam prior to the first Exam Monitor proctored exam, dates will be noted and communicated by each course faculty. Failure to complete the Mock Exam by the assigned deadline will result in a loss of five points from the student's earned score for the exam. An Open Mock Exam will be available after the Mandatory Mock exam closes for students to test their system at any time, and before the next exam.
- Students are responsible for following the proctored testing policy set by the School of Nursing.

ExamID

ExamID is a security feature for authentication and is integrated into the Exemplify software for Windows and Mac computers. Students are required to have a webcam (integrated or external) and a microphone. ExamID will take a baseline photo of the student when starting the first exam, such as when students take a mock exam. Every subsequent exam, another photo must be captured which will then be compared against this baseline photo. If the newly taken photo cannot be authenticated with the baseline photo, the photo will be flagged for faculty review after the exam. The student will not be prevented from beginning the exam due to a failed photo authentication. Be sure to take each photo in a well-lit area with no bright light sources, such as a window, behind the student. The photo must be of the student and not a photo of an ID card.

Test Environment Requirements:

The online testing environment should mimic the “in class” testing environment, and must conform to the following:

Testing Area:

- Sit at a clean desk or clean table (not on a bed or couch)
- Lighting in the room must be bright enough to be considered “daylight” quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind you
- Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. unless specifically permitted in posted guidelines for that particular examination
- No writing visible on desk or on walls
- The following should not be on your desk or used during your exam unless specifically allowed for that examination:
 - Excel
 - Word
 - PowerPoint
 - Textbooks
 - Websites
 - Calculators
 - Pen and/or Paper
- Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment
- Do not have a radio or the television playing in the background
- Do not talk to anyone else. No communicating with others by any means
- No other persons except the test taker should be permitted to enter the room during testing
- If a 360-degree exam environment scan is requested by the proctor or the faculty prior to exam, it is permissible for a student to use a mirror to show the testing environment behind, and on the desktop in front of, the computer screen (including above and on the floor in front of the student) rather than physically moving a laptop or desktop camera. (Show the camera the back of the mirror before you start.)
- If you have an emergency, please announce it to the camera, power off your computer by pressing and holding the power button, and contact your course instructor for next steps when you are able to safely do so.

Behavior:

- Dress as if in a public setting
- You must not leave the room during the testing period at any time, unless specifically permitted in posted guidelines for that particular examination. You must not take the computer into another room to finish testing. The exam must be completed in the same room in which the exam was started
- No use of headsets, ear plugs (or similar audio devices) are permitted
- Do not use a phone for any reason. The only exception is to contact support or your instructor in the event of a technical issue or other testing emergency. If you need to

call for technical support, announce to the camera that you are doing so and keep your computer on. Be aware the exam timer will continue running. Tech support and your instructor are unable to extend your exam timer due to any time lost while working with support.

Policy Violation Consequences:

1. There are three potential status levels to exam comments and exam records - **Suspicious, Rules Violation, or Clean:**
 - a. **Suspicious** - occurs when the activity directly compromises exam integrity (i.e., cheating)
 - b. **Rules Violation** - occurs when a rule is broken, but the activity does not impact exam integrity (i.e., playing music)
 - c. **Clean** - is used when there are no activities that break any exam rules
2. Course faculty will review all exam comments and determine the consequences of the violation based upon Duquesne University's Academic Integrity Policy.
3. Students will be notified by the course faculty of the infraction and the consequences.

Additional Exam Comments:

1. Artificial intelligence (AI) is used to grant exam access. AI is very sensitive to changes in appearance. Be mindful of your appearance when taking the mandatory mock exam, and attempt to recreate a similar appearance (hair up/down, glasses on/off) each time you test in the term. Changes to appearance may flag your exam as suspicious, or not allow you to progress into the exam. Faculty will review each flag and will follow up with students accordingly.
2. Hats, caps, or hoodies are not permitted, as the AI needs to see your face/eyes.
 - a. Students may wear head coverings for cultural or religious purposes.
3. Those preparing for certification exams should be aware of testing center policies which are applicable when taking national certification exam that may prohibit the wearing of some head coverings or accessories for exam security purposes. Students will need to investigate prior to testing.
4. If a student who is not feeling well elects to sit for an exam, the student's exam effort cannot be withdrawn. Furthermore, once the exam is opened by the student, the exam effort is considered to have begun.

Incomplete Grades

An incomplete grade ("I") is a temporary grade given at the discretion of an instructor when neither a passing nor failing grade can be determined because of incomplete coursework. To be considered for an I grade, the student must have completed a majority of coursework and attended a majority of classes in the course. Upon assigning the I grade; the instructor should provide the student with a delimited set of coursework requirements to be completed in order to be assigned a final course grade. As such it should be unnecessary for students to attend the same class in a subsequent semester in order to make up incomplete work. Students are therefore not permitted to attend the same class for its duration in a subsequent semester.

Final grades must be submitted by the deadline published in the Academic Calendar. The instructor may specify an earlier deadline for course completion. Notification of an earlier

deadline must be provided to the student in writing. The Office of the University Registrar will convert incomplete grades that remain after the deadline (for which there are not extensions) to final and permanent grades of "F" (Failure) or "N" (No-Pass).

The I-to-F (or N) deadlines are as follows:

- The I-to-F (or N) deadline for incomplete grades assigned in a fall semester is the day after the last day of final exams in the following spring semester.
- The I-to-F (or N) deadline for incomplete grades assigned in a spring semester is the day after the last day of final exams in the following fall semester.
- The I-to-F (or N) deadline for incomplete grades assigned in a summer term is the day after the last day of final exams in the following fall semester.

Instructors should work with students to determine deadlines for submission of remaining work providing enough time to evaluate the work to facilitate submission of a final grade no later than the I-to-F deadline.

In extenuating circumstances, an instructor may grant an extension to the I-to-F deadline by submitting formal notification to the University Registrar prior to the original deadline and must include a date by which the final grade will be submitted. If the instructor has not submitted a final grade by the extension date, the incomplete grade will be converted to a final and permanent course grade of "F" or "N." Any extension may not exceed the last day of final exams in the expiration term.

Students are not permitted to request a withdrawal from any class for which an "I" grade has been assigned. Once an "I" grade has been converted to an "F" or "N", the "F" or "N" cannot be converted to a "W" (Withdrawal) grade. Should a student with incomplete grades withdraw from the university before final grades have been assigned, the incomplete grades will be permanently changed to withdrawal ("W") grades.

Military personnel called to active duty while taking graduate courses who receive an "I" grade for reasons due to military service have a maximum of six months to complete the work necessary to remove the "I" grade beginning 60 days after return from deployment.

A student may not graduate with incomplete grades on the transcript regardless of whether the course is required as part of a degree program. All incomplete work must be completed by the date as specified on the Academic Calendar for the specified term.

Graduate Program Enrollment Status

Students enrolled in a School of Nursing Graduate Program cannot be enrolled in another non-Nursing program concurrently at Duquesne University unless it is an approved joint program. Students enrolled in a non-Nursing program at Duquesne University will not be considered for admissions to a Nursing program until they have successfully completed their current degree or are applying with intent to transfer to the School of Nursing.

Course or Program Withdrawal

School of Nursing Graduate Program students may withdraw from a nursing course by contacting the Graduate Academic Advisor. The last day for withdrawal is posted on the

[University Academic Calendar](#). The official date is published in the University Academic Calendar. In extenuating circumstances, the graduate student can withdraw, with approval of the Academic Standing Committee, up to the official last day of the semester. The student must request in writing to the Graduate Academic Advisor to withdraw from a course/program from their DU email.

School of Nursing Graduate Program students who are not granted approval and who withdraw from the course unofficially will receive an “F” grade for the course. Students wishing to withdraw from the entire program must notify their Graduate Academic Advisor in writing.

Tuition refunds will be considered only when students withdraw from all registered courses for the semester and are subject to the university guidelines published in the *University Schedule of Classes* for each respective semester.

Medical Withdrawal

Definition

Duquesne University students may apply for a medical withdrawal due to extreme illness, serious injury, or extended hospitalization. Because a medical withdrawal affects academic progress, students are encouraged to consider other options that might enable them to remain enrolled (such as “I” or “incomplete” grades that would enable them to complete coursework after the end of the semester). Students should consult their academic advisor, the Office of Student Financial Aid, the Office of International Programs, and other offices as appropriate.

Medical withdrawals constitute complete withdrawals and result in final grades of “W” in all courses on the transcript for the semester in question. The University does not grant partial medical withdrawals (i.e., requests to withdraw from some courses but not others). The only exception is if the student has already completed one or more accelerated (i.e., 8-week) courses, in which case the grades earned in all such courses remain on the student’s transcript and the associated costs are included when calculating the student’s account balance; the medical withdrawal results in final grades of “W” for all other courses on the transcript.

Medical Withdrawal Process

Except in extraordinary circumstances, students must submit a written request for a medical withdrawal to their academic advisor no later than the last day of classes for the semester to which the withdrawal would apply. The university does not grant withdrawals for prior semesters.

The school or college will then submit to the Registrar (a) either a Notice of Complete Withdrawal form (withdrawing the student from all courses) or a Request for Student Schedule Change form (withdrawing the student from courses still in progress when one or more accelerated courses has already been graded) and (b) authorization from the student to process the withdrawal. This authorization may be either in hard copy with the student’s signature or in the form of an email sent from the student’s Duquesne University email account.

Students are considered to be enrolled unless and until they submit written notification of their withdrawal. The withdrawal is effective on the date when notification is received, which constitutes the student’s last day of attendance.

Medical Documentation

To qualify for a medical withdrawal, the student must also submit to the Associate Dean for Student and Alumni Affairs of their school or college (a) a description of the medical circumstances and (b) documentation from a licensed healthcare provider that addresses those circumstances and supports withdrawal as medically appropriate. After verifying the illness, injury, or hospitalization, the documentation is submitted to the Provost and Vice President for Academic Affairs for review and a final decision.

If the student is unable to initiate the medical withdrawal process, the student's school or college office, parent, spouse, partner, or other designee may do so on their behalf. In such cases, the incapacitation of the student must be documented, or a formal power of attorney provided.

Consequences

The approval of a medical withdrawal results in the immediate assignment of a final grade of "W" for the relevant courses on the transcript and an automatic review of whether the student may qualify for a partial tuition refund (see "Refunds" below).

The University reserves the right to require that a student who receives a medical withdrawal provide documentation from a healthcare provider that they are fit to reenroll in a subsequent semester.

Refunds

The Provost and Vice President for Academic Affairs advises the Vice President for Management and Business whether any tuition for the current semester should be refunded to a student whose request for a medical withdrawal is approved.

Based upon the effective date of the medical withdrawal (see under "Withdrawal" above), refunds will be calculated by the offices of Student Accounts and Financial Aid as follows:

- For the first four weeks of the semester, refunds follow the standard refund policy (see the "Total Withdrawal" deadlines listed in the Academic Calendar).
- From the fifth through the eighth week of the semester, refunds will be limited to 20%.
- From the ninth through the twelfth week, refunds will be limited to 10% and any already graded accelerated courses will be billed at the full per-credit rate.
- After the twelfth week, no refunds will be due.

Any reduction to Title IV funds will be determined using the Federal Financial Aid pro rata refund policy. University gift aid and all other non-Title IV financial aid will be reduced by the same percentage as the tuition reduction and returned to the source of the funds in question.

Laboratory fees, University fees, housing costs and fees, refunds prior to withdrawal, and any other fees already committed by the University on behalf of the student will not be refunded.

Refunds due, as the result of a medical withdrawal will be paid to the student within ten business days after the credit balance is created for the semester for which the medical withdrawal was approved.

Process Summary

- Student submits request for medical withdrawal to the academic advisor.

- School submits Notice of Complete Withdrawal or Request for Student Schedule Change with student's written authorization to Registrar.
- Student submits written description of medical circumstances and documentation from a healthcare provider to Associate Dean for Student and Alumni Affairs
- The Associate Dean for Student and Alumni Affairs submits case file to Provost and Vice President for Academic Affairs
- Provost reviews case and renders decision.
- Provost notifies the Vice President for Management and Business of any refund due.

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 Graduate 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 that may include financial consequence.

Course Repeat Policy

A student who received a C+ or lower grade in a required course within the MSN and PMC programs, or a student who received a B- or lower grade in a required course within the PhD or DNP programs, must repeat the course and receive a passing grade to successfully progress and/or complete the degree. A student may repeat a course only twice—a total of three attempts. Withdrawal from a course will be considered an attempt. After three attempts, the student will be dismissed from the program. Following a course failure, students will not be permitted to repeat the course at another institution for transfer or replacement. When a course is repeated the final grade received upon repetition is counted in the cumulative grade point average.

Only the most recent grade and the credit associated with that course and grade will be included in degree requirements. The original grade and associated credit hours received will be excluded from the cumulative average and degree requirements. All grades are retained on the permanent academic record. Students are responsible for determining any academic or financial implications for associated with course repetition.

It is the student's responsibility to contact financial aid to determine the impact of course failure or withdrawal will have on a student's Satisfactory Academic Progress (SAP)

Graduate Program Readmission Policy

Any student who is dismissed from their respective Graduate Program may petition the Academic Standing Committee for readmission. The student should contact the Graduate Academic Advisor regarding the materials that need to be submitted to the Academic Standing Committee in order to be considered for readmission. Students may apply for readmission within one year from their dismissal. After one year from the time of dismissal a student must follow the general application process to be considered for readmission. If the student's request for readmission is granted, the student must meet the criteria set forth by the Academic Standing Committee. Any additional course failure will result in program dismissal. Furthermore, the student will not be permitted to apply for readmission to any Duquesne

University graduate program.

Academic Appeal Process

The School of Nursing is committed to ensuring that all student appeals, grievances and complaints are handled in a systematic way. The following guidelines direct students on the appropriate steps to take if an issue arises.

- Academic Appeals must be received within ten (10) university days of issue
- Students should first seek resolution with the immediate parties involved; for course issues, that means the faculty instructor.
- If informal efforts are unsuccessful, students should proceed through the appropriate channels. The process for grade appeals follows the steps listed below, which follows the policy adopted by Duquesne University.
- Beyond grade appeals, other appeals, grievances or complaints should be addressed formally in writing to the instructor. If a student wishes to appeal or grieve beyond the instructor, the next step would be the appropriate Program Chair, followed by the Dean of the School of Nursing. The decision of the Dean is final.
- Issues beyond the scope of the academic affairs policies of the School of Nursing should be addressed in accordance with Duquesne University student policy.

Final Grade Appeal

Purpose

The purpose of this Final Grade Appeal Policy is to establish a clear, fair, and uniform process by which students may contest the final grade assigned to them for a course or other degree requirement. Final grades reflect exclusively the academic achievements of students and will be changed only in exceptional circumstances and only with the approval of the appropriate academic college/school dean.

General Provisions

All parties to a final grade appeal are expected to be polite and respectful throughout the process. All documents and proceedings associated with specific final grade appeals shall remain confidential during and after the process. However, by April 30 of each year, the dean of each college/school shall submit a summary report of formal final grade appeals filed in that college/school during the preceding twelve months to the Provost and Vice President for Academic Affairs, the President of the Faculty Senate, and the President of the Student Government Association. The report shall list how many formal appeals were received and at what level (as defined later in this document) they were resolved. Students may contact the Student Government Association or the office of their college/school's academic dean for assistance in understanding the appeal process.

The timeline for the entire appeals processes in this policy may be shortened by the dean if the new timeline is explicit regarding the time allowed at each level and is agreed to in writing by the student filing the appeal and the faculty member responding to the appeal.

If a student fails to comply with the procedures or meet the deadlines provided in this policy, the student will be informed that the grade appeal process is terminated.

Grounds for Appeal

Grade appeals shall be based on problems of process and not on differences in judgment or opinion concerning academic performance.

The acceptable grounds for a grade appeal are:

- An error was made in grade computation.
- The grade assignment was capricious or arbitrary. That is, the grade assigned was based on criteria other than the student's performance in the course; was based on standards different than those applied to other students registered in the same course at the same time; or constitutes a substantial departure from the published or announced grading standards for the course.

Additional Information:

- This Final Grade Appeal Policy does not address disputed grades resulting from alleged academic integrity violations or complaints of discrimination, which fall under other policies of the university.
- The University's Academic Integrity Policy is available in the University catalogs.
- The Director of Anti-Discrimination and Compliance may be contacted at (412) 396-2560.
- If a student has not been provided accommodations specified as required by the Office for Disability Services, they should contact the Director, Office of Disability Services.

First Level: Informal Appeal to the Faculty Member

A student who believes that she or he has grounds for an appeal shall first attempt to resolve the issue informally with the professor. If such an attempt at informal resolution fails, the student may wish to file a formal appeal. The informal appeal may occur at any time before the deadline to file a formal appeal at the Second Level of the process.

Second Level: Formal Appeal to the Faculty Member

A student who wishes to file a formal appeal shall do so within 10 business days of the day on which classes start for the fall or spring semester immediately following the award of the grade in question.

A formal appeal shall be submitted electronically in writing, dated and signed, and headed with the words "Final Grade Appeal." In addition to stating the reason(s) for the appeal, the student may submit evidence and written testimony that directly supports the appeal. Via Duquesne email, the student shall submit one copy of these materials to the faculty member and a second copy to the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered. A student who wishes to appear in person for the Second Level appeal must state that in writing as part of the appeal submission.

At the Second Level of Appeal the Dean will determine if the appeal meets the Grounds for Appeal. If it does not, the student and faculty member will be notified and the appeal process terminated.

Record of a Formal Appeal

Once the student has presented a formal appeal to the faculty member, that document becomes a part of the record of the appeal, which shall be maintained by the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered. The student's formal appeal document shall be presented in its original form at all subsequent levels of appeal. Any additional statements by the student or the faculty member, all evidence submitted relevant to the appeal, and all direct and supporting statements also become part of the record of the appeal and shall be produced at each level of appeal.

At each level of appeal other than the First Level, a written dated decision and accompanying rationale for the decision shall be provided to all affected parties (the student, the faculty member, and any person who has rendered a decision at an earlier level).

Right to Appear in Person

A student may choose to present her or his appeal in person at each level of appeal and may have an additional person present as an advisor at each level other than the First Level. However, that person may not serve as the student's representative and has no right to speak or otherwise participate in the appeal process.

A faculty member to whom a student appeal is presented may choose to respond in person to the student's appeal at the Third Level of the process and may have an additional person present as an advisor. However, that person may not serve as the faculty member's representative and has no right to speak or otherwise participate in the appeal process.

Within 5 business days of receiving the student's formal appeal, the faculty member shall prepare a detailed written decision that is responsive to the student's stated reason(s) for the appeal. This decision shall be emailed to the student at their university email address with a copy to the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered.

If the student receives no response from the faculty member within 5 business days or is dissatisfied with the faculty member's decision, she or he may proceed to the Third Level of appeal.

Third and Final Level: Appeal to the Dean

A student or faculty member who elects to proceed to the Third and Final Level of appeal shall notify in writing the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered. A student who wishes to appear in person for Third Level appeal must state that in writing as part of the appeal submission. The student or faculty member must submit this notification within 5 business days following her or his receipt of the external department chair, division head or program director's email. Within 5 business days of receiving the student or the faculty member's notification, the dean shall notify the student, the faculty member and the faculty member's department chair, division head or program director that the appeal has proceeded to the Third and Final Level. The dean shall also ensure that all parties understand that they have right to appear in person at this level of appeal.

Within 5 business days after receiving the appeal, the dean shall thoroughly review the record

of the appeal and email a decision about the appeal to the student and the faculty member at their university email addresses. The dean's decision shall respond to the student's stated reason(s) for the appeal and to the faculty member's response, if one was provided to the student.

The decision of the dean is final.

Final Grade Appeals when the Faculty Member is no longer Employed by the University

In rare circumstances, a student may wish to contest her or his grade in a course taught by a faculty member no longer employed by the University. In such circumstances, a grade may be changed by the Provost and Vice President for Academic Affairs upon the recommendation of the appropriate dean and department chair or division head.

Person Responsible	Level of Appeal	Final Grade Appeal Process
Student	First Level - can occur at any time before the deadline for Second Level	Informal appeal
Student	Second Level - begins when student submits an appeal in writing, dated and signed, and titled "Final Grade Appeal." Must be filed within 10 business days of the start of classes of the fall or spring semester immediately following the award of the grade in question. Written appeal is sent to the faculty member with a copy sent to the dean of the college/school in which the faculty member holds her or his academic appointment and in which the course was offered	Written appeal
Dean	Second Level – the Dean will determine if the appeal meets the Grounds for Appeal. If it does not, the student and faculty member will be notified and the appeal process terminated	Written appeal
Faculty Member	Second Level - within 5 business days, faculty member responds in writing to student's written appeal	Written response
Student	Third and Final Level - within 5 business days of receiving (i) an unsatisfactory written response from faculty member or (ii) no response from faculty member within 5 business days, student notifies dean of wish to move to Third Level of appeal	Appeal to the Dean
Dean	Third and Final Level – within 5 days of receiving the student or the faculty member's notification, the dean shall notify the student, the faculty member, and the faculty members department chair, division head, or program director that the appeal has proceeded to the Third and Final level of appeal.	Appeal to the Dean
Dean	Third and Final Level - within 5 business days of receiving appeal, dean informs student and faculty member of decision. The decision of the dean is final	Dean issues final decision

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 to 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 (including "answer sites" such as Course Hero) 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. Selling course material to another person and/or uploading course materials (including but not limited to slides, syllabi, tests, study guides, labs, etc.) to a third-party vendor without express written permission of the University and the Instructor is prohibited.
- **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 procedures will specify mechanisms for ensuring that students accused of academic integrity 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., courses for the Bridges Common Learning Experience and other University programs) and in combined degree programs, the policy and procedures of the department or faculty member offering the course 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 McNulty 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 or their designee 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 of receiving the referral.

The University Academic Integrity Appeals Committee will be constituted on an ad hoc basis by drawing three faculty members from the College/School Academic Integrity Committees or their equivalent, by recommendation of the faculty members' Deans. The faculty members chosen to serve on any academic integrity case may not be members of the department in which the alleged infraction occurred.

Duquesne University Academic Integrity Violation Policy Procedure and Timeline

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 their 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 they have 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.

Academic Integrity Form

Instructor Report of Academic Integrity Violation

Student _____ Date _____

ID# _____ Level _____

Course Number/Title _____ Semester/Year _____

Instructor Name _____

Campus Phone _____ Campus Office # _____

Type of Violation(s):

- | | | | |
|--|---|---|----------------------------------|
| ☐ Plagiarism | ☐ Cheating | ☐ Aiding/Abetting | ☐ Forgery |
| ☐ Collusion | ☐ False Information | ☐ Fabrication | ☐ Other |
| ☐ Theft/Destruction | ☐ Duplicate Submission | ☐ Unauthorized Use of Technology | |

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 ☐ Department ☐ College ☐ University
Length of Suspension
- ☐ Expulsion from: (Sanction from Dean's office only)
☐ Program ☐ Department ☐ College ☐ 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 Associate Dean for Student and Alumni Affairs within 10 University days. The Associate Dean for Student and Alumni 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 Associate Dean for Student and Alumni Affairs within 10 University Days

Individual Assignment or Independent Assignment

Individual (Independent) Assignment: An individual or independent assignment is a task or activity that each student must complete independently as part of the course requirements. All work submitted must represent the student's own original effort and understanding. Students may not receive assistance from other students, experts, or unauthorized sources unless explicitly permitted by the instructor. Likewise, sharing completed work, answers, or assignment materials with others for the purpose of completing the assignment is prohibited and may constitute a violation of academic integrity. While students may seek clarification from the instructor regarding assignment expectations, the work itself must be completed independently without direct supervision, collaboration, or undue influence from others. Any collaboration without specific instructions to do so may result in an academic integrity violation.

Code of Conduct

In accordance with the 2025 American Nurses Association's (ANA) *Code of Ethics 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 they are enrolled.
 - b. Participate actively in any clinical practicum experiences to which they are enrolled. 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 ensure 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. 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 to 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 nursing students. This document explicates the civil, ethical, and respectful behavior expected of all nursing professionals.

Student Civility - Civility and Incivility 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. Incivility 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. Incivility usually results when one does

not anticipate how actions will affect others.

American Nurses Association. (2025). *Code of ethics for nurses*. Silver Springs, MD: American Nurses Publishing.

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 their 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. 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.

Online Course Etiquette

Online graduate courses require specific etiquette to foster a positive and productive learning environment. Key aspects include respectful communication, active participation, and appropriate conduct in virtual spaces. This includes being mindful of tone, language, and timing in online interactions.

- Treat instructors and classmates with the courtesy
- Use professional language.
- Be concise and clear and be mindful of tone.
- In emails, use professional subject lines, address instructors with appropriate title, and be mindful of response times.
- DO not share personal information online and respect the privacy of others and your patients.

Arrive on time for synchronous sessions. Test your audio and video prior to joining the session and be prepared to engage. Mute appropriately.

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
- Adhere to HIPAA guidelines without exception
- Fulfill required number of hours
- Provide honest documentation of patient care as well as fulfillment of course requirements
- Students must make up missed hours with approval and in conjunction with the clinical preceptor
- 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 clinical is considered patient abandonment (No-Call/No-Show) and may be sanctioned.
- Students must have knowledge of and adhere to the clinical dress code set forth by the Duquesne nursing programs and clinical partner, including proper badging/identification, attire, infectious disease precautions, and non-tolerance of substances
- Cell phones, tablets, and laptops should be utilized in a professional manner for research purposes only in accordance with clinical partners' policy and with proper introduction to the patient through the preceptor.

Students shall adhere and conform to the *ANA Nursing Scope and Standards of Practice*. Students shall adhere to all HIPAA regulations and guidelines.

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, students who accumulate multiple violations that reflect a pattern of behavior inconsistent with professional conduct may face 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 Associate Dean for Student and Alumni 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 for Student Affairs.
 - If the violation is of a more serious nature, the faculty member must notify the Associate Dean for Student and Alumni 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.
5. If a student wants to appeal the sanction, they may do so in writing within ten business days of notification of sanction. The appeal should be sent to the Associate Dean for Student and Alumni Affairs. The Academic Standing Committee will review the student's appeal within ten days and make a recommendation to the Dean for an appropriate sanction. The sanction may be upheld, reversed, lessened, or increased. The Dean will make a final determination and notify the student in writing of the decision. The Dean's decision is final.

Possible Sanctions

The following list represents possible sanctions and may not be all inclusive.

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 they 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 for Student Affairs.



School of Nursing

VIOLATION OF PROFESSIONAL CONDUCT FORM

THIS FORM IS TO BE SUBMITTED TO THE ASSOCIATE DEAN OF STUDENT AND
ALUMNI AFFAIRS

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

Continuing Licensure

Students must maintain an unencumbered professional nursing license throughout their enrollment in their respective program. Students must hold a current active license in any state in which they practice or complete clinical hours. Students who are active military and completing their education and clinical experiences at military installations must hold any unencumbered professional nursing license.

Students are responsible for notifying the School of Nursing of **any** changes in licensure status. Violations of this policy will be addressed on a case-by-case basis in accordance with the Standard of Professional Conduct policy. Students are to submit proof of their current unencumbered professional nursing license/recognition with their initial application packet.

Thereafter, students must submit their professional nursing licenses upon renewal. Evidence of current, valid nursing license must be submitted to CastleBranch.

***Note:** *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.

Professional Expectation and Conduct Disclosure Statement

Students are required to fully disclose any and all institutional actions (student conduct charges and/or results), felony and misdemeanor charges and convictions on clinical clearances to determine eligibility for clinical. Students also are permitted to submit an explanation of the actions or circumstances in writing. **Should a student fail to disclose such information** (e.g., Residence Life violation, charges on a criminal record check), **the student may face disciplinary action to be determined by the Academic Standing Committee. The Clinical Coordination team is required to disclose any positive findings on a background check to a clinical partner which may result in the withdrawal of the opportunity.**

Substance Use Policy

The Duquesne University School of Nursing has a vested interest in the health and welfare of its students. Moreover, it strives to provide students enrolled in the pre-licensure nursing Program information sufficient to maintain eligibility to secure a license upon successful completion of the program and all students licensed and enrolled in a graduate program are able to maintain their licensure. Furthermore, the School has a duty and obligation to protect the public health and safety.

The School recognizes that a substance use disorder is a medically recognized condition as defined by the Diagnostic and Statistical Manual for Mental Disorders (DSM) that poses a risk for substantive harm to affected individuals, their contacts, and the general public. Therefore, the School will refer individuals who are identified as being at risk for a substance use disorder for professional assessment and, when so indicated, follow-up treatment.

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

students could cause.

Indications for Referral for Evaluation

Students subject to referral for a professional assessment include, but are not limited to, any or all of the following conditions:

- A positive finding on a criminal background check that suggests a potential active substance use disorder. Please note that the withdrawal or dismissal of legal charges or a "not guilty" disposition is separate and distinct from the presence of a substance use disorder and does not relieve the student from complying with referral for assessment when so warranted
- Referral from the Duquesne University Office of Student Conduct
- Positive drug test
- Being identified as the subject of a drug-related criminal investigation
- Reliable information from independent sources
- Evidence of drug tampering or misappropriation
- Accidents or illnesses caused by impairment related to substance use
- Impairment or intoxication in the clinical and/or didactic setting
- 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
- Suspicion of a substance use disorder based on behavioral cues as reported by faculty, staff, experiential preceptors, employers, peers, and/or other stakeholders
- Odor of drugs or alcohol on a student
- Physical symptoms (including but not limited to behavior such as slurred speech, decreased motor coordination, difficulty maintaining balance, etc.).
- Possession of an illegal substance
- Self-referral

Drug and/or Alcohol Testing

The school reserves the right to order a drug/alcohol test for cause, such as a student who unexpectedly has a major deterioration in academic performance or who demonstrates conduct or symptoms consistent with substance abuse, including but not limited to bizarre, erratic or unprofessional behavior. Drug screens may also be performed as a condition of participating in the clinical education component of the curriculum.

If a student is suspected of impairment or substance abuse in a class or clinical setting, it must be reported to the Associate Dean for Student and Alumni Affairs immediately.

Once notification occurs that a student is suspected of violating the substance abuse or impairment 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 appropriate chair has the authority to temporarily suspend the student from the clinical practicum pending the final results of any tests.

Referral for Evaluation: Foundation of the Pennsylvania Medical Society – Nurses Health Program (NHP)

Students enrolled in any of the graduate or post-graduate programs at the School of Nursing who hold a nursing license in the state of Pennsylvania, will be referred to the Foundation of the Pennsylvania Medical Society - Nurses Health Program (NHP) for further assessment. NHP is an organization sanctioned by the Pennsylvania State Board of Nursing whose purpose is to promote early identification and facilitate rehabilitation of nurses, dietitian-nutritionists, and student nurses with concerns related to substance use disorder, mental health disorders, and or behavioral concerns. Their goal is to coordinate assessment and treatment as well as provide monitoring and advocacy to ensure the safe practice of their profession, and the safety of the public. Its recommendations are supported by the School and the University.

In the event of a positive drug test by an independent drug and alcohol counselor as identified by NHP, continuation of the student in the pre-licensure program, or graduate program if licensed in PA, will be contingent upon compliance with any treatment recommendations endorsed by NHP. Where so indicated, such students will also be required to engage in a monitoring contract administered by NHP.

Procedure for Violation of Substance Use Policy:

1. Students identified for assessment of impairment or a possible substance use disorder (via faculty staff report or any other mechanism described above) will be required to schedule an appointment to meet with the Associate Dean for Student and Alumni Affairs and a designated member of the School of Nursing staff or administration within three (3) university days of notification.
2. If it is determined that a referral for a professional assessment is indicated, the student must contact NHP within three (3) university days for an initial intake and referral to a qualified drug and alcohol counselor as selected by NHP.
3. When referral for assessment is indicated by NHP, the Associate Dean for Student and Alumni Affairs and the Director of the NHP program must be notified by the student, within five (5) university days, of the scheduled date of the assessment.
4. Signed releases must be executed within five (5) university days from referral to NHP, allowing designated individuals to send and receive confidential information regarding the student referral, treatment, and progress, as applicable.
5. Professional assessments must be conducted within ten (10) university days of notification of the scheduled appointment.
6. Students who are recommended for treatment will be required to enter into a monitoring contract with NHP. Designated individuals from the school, including the Associate Dean for Student and Alumni Affairs and the Dean, will be signatories to the contract. Enrollment in the NHP program will continue for the duration of the student's enrollment in the nursing program, but not less than a period of three (3) years. When applicable, students progressing into the profession after graduation, who have not yet completed the contracted time period in the NHP program, will continue to be enrolled in the NHP

program under contract, until they have completed the minimum monitoring requirement.

7. Refusal to contact NHP, submit to an assessment, enter into a monitoring contract, or comply with treatment recommendations, when so indicated, may result in notification to the Pennsylvania State Board of Nursing and dismissal from the nursing program.
8. A negative diagnostic impression or completion of previous treatment recommendations does not preclude a subsequent referral in the event of a new event, additional evidence, or continuation of a suspect behavioral pattern.
9. Costs for external assessments, treatment programs, monitoring programs and any related fees are the responsibility of the student.
10. All records related to referrals, assessments, and monitoring of substance use disorders will be kept confidential.
11. Students will be referred to the appropriate State Board of Nursing for where the student is licensed.

The school will not support the matriculation, and/or continued enrollment of anyone found guilty of

- Illegal possession of controlled substances with the intent to divert or distribute
- A felony

Final decisions for continuance in all nursing programs rests with the Associate Dean for Student and Alumni Affairs. Written appeals can be made to the Dean within ten [10] university days of notification of the dismissal from the program.

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.

Medical Marijuana

Students are not permitted to use marijuana during clinical rotations as it is not permitted by the School of Nursing's clinical partners while students care for patients due to patient safety considerations. It is up to the student's physician if they elect not to use marijuana as a medical treatment to enter a nursing school in Pennsylvania. The School of Nursing does not recommend any medical treatments for students. Students will need medical clearance by their physician indicating that they meet the technical standards as outlined in this section of the handbook without marijuana use. Any student who receives a positive drug test for marijuana will not be permitted to attend the clinical portion of the program. Additionally, a student who has a medical marijuana card must be in compliance with the University policy related to the use of medical marijuana.

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 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, they will immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Program Director for the appropriate track (Family Individual across Lifespan Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Forensic Nursing Science or Nursing Education and Faculty Role).
5. The Program Director 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 Track Coordinator may require remedial work or instruction for the student.
6. If the incident is major, the Program Director will contact either the Chair of Advanced Role and PhD Programs or Chair of Advanced Practice. 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 reviews the evidence and sends 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.

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 ensure 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 policies 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)
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, date of birth, social security number, medical record number, address, cell phone number 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.
- You may be required to sign a clinical partner's HIPAA compliance documentation form and be held to their standards as well as those of Duquesne School of Nursing

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

In addition:

- You are required to maintain a record of clinical encounters using the Typhon Student Tracking system, if you are an enrolled student in any of our CRNP tracks. Clinical encounters must be entered weekly and kept up to date in Typhon, not exceeding the maximum of 7 days post patient visit.
- You may not electronically enter or paste any patient identifying information into the Typhon Student Tracking system.

Electronic Devices in the Classroom and Clinical Setting

No personal phone conversations or texting are allowed at any time while in patient/client areas, simulation lab, or in the classroom. If the student needs to respond to an emergency text or phone call during instructional time, 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 result 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 video that can be viewed, ["Social Media Guidelines for Nurses."](#)

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 graduate students at Duquesne.

- The School of Nursing follows the guidelines set forth in the 8th Edition (or most up-to-date version) 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 graduate 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 new student orientation. 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 resource to graduate 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 files names include their last name, assignment information, and date (unless otherwise instructed).
- Students are expected to follow the rules and regulations sets forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.

Religious Observances

Embodying a culturally and spiritually diverse community, Duquesne University recognizes that on the occasion of important or solemn religious days, certain members will observe practices that preclude them from attending to their regular duties whether as faculty members or students. On the occasion of such days, it is equally important for all who do not share in these same practices to accommodate their colleagues and peers. Duquesne University supports an environment that respects the religious observances of others, and is committed to make every reasonable effort to accommodate the religious observances of faculty members, students, and staff.

The nursing program recognizes that there are other holidays, both religious and secular, which are of importance to some students and faculty. Such occasions include, but are not limited to, Sukkoth, the last two days of Passover, Ramadan, Shavuot, Shemini Atzerat, and Simchat Torah, Muslim New Year, and the Islamic holidays, Eid Al-Fitr and Eid Al-Adha. Students who observe such holidays must inform their faculty within the first two weeks of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students are responsible for communicating

what time will be missed to their faculty member. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty will provide reasonable opportunities for such students to make up missed work and examinations. If an examination is given on the first-class day after one of these holidays, it must not cover material introduced in class on that holiday. Late afternoon exams should be avoided on these days. Students who miss clinical due to religious observances will not be charged a clinical absence fee. However, all missed clinical hours must be made up.

Audio/Video Recording Policy

Duquesne University prohibits recording and/or transmitting classroom lectures, PowerPoints, and discussions by students unless express permission had been obtained from the class instructor. This policy flows from a recognition that instructors and the University have intellectual property interests in classroom lectures and related materials; as well, privacy interests are served when students can engage in open discussion in the classroom; moreover, sensitive materials at times are discussed in classroom settings that could disclose confidential information, reflect negatively on the University and/or violate ethical or professional standards if disseminated beyond the classroom.

When permitted by an instructor, audio or visual recording of lectures or class presentations is solely authorized for the purpose of individual or group study with other students enrolled in the relevant course. Permission to allow the recording does not transfer any copyright in the recording. The recording may not be reproduced, disseminated (except to other students in the class) or uploaded to publicly accessible internet or websites. Additionally, recordings, course materials (whether electronic or paper), and lecture notes may not be disseminated or distributed for commercial purposes, for compensation, or for any purpose other than for study by students enrolled in the relevant course. Public dissemination of such materials may constitute copyright infringement in violation of state and/or federal law.

Violation of this policy may also subject a student to discipline under the Duquesne University Code of Student Rights, Responsibilities and Conduct. This policy applies to courses taught at Duquesne University including online courses, distance-learning courses and/or courses conducted electronically or over the internet.

Students should review the relevant course syllabus for instructions regarding the instructor's policy on audio and/or video classroom recordings. Unless specifically authorized by the syllabus, any student interested in recording classroom lectures should discuss the matter with the instructor and obtain express permission to do so.

Statement on Artificial Intelligence

The use of generative artificial intelligence (AI) has increased dramatically since the release of ChatGPT and other tools, and its effects are being likened to some of the most significant technological developments in history. AI has its limitations, and organizations all over the world are addressing ways to integrate new technologies in a way that is ethical, safe, and efficient. The SON values the development of critical-thinking and problem solving, in addition to the development of professional skills associated with safe patient care and role expertise.

The use of generative AI technology may limit critical-thinking, problem-solving, and the

development of professional skills that are required of students enrolled in undergraduate/graduate nursing courses. AI technology may include the use of programming engines, software, and/or assignment generating programs. Students are not authorized to use any AI software to prepare and/or develop graded assignments (e.g., ChatGPT). Faculty may screen student assignment submissions for AI generated content using plagiarism detecting software.

Faculty are responsible for teaching students about academic integrity, particularly in accordance with the specific expectations of the nursing discipline and will follow the University Academic Integrity Policy found at: [Academic Integrity Policy and Procedures \(dug.edu\)](https://dug.edu/academic-integrity-policy-and-procedures). Student work that is detected to have been AI **generated** will be considered plagiarism and will not be tolerated; use of grammar and spelling checkers to improve your original work (e.g., Grammarly) may be permitted. If a student is found to have used generative AI to prepare and/or develop graded assignments, penalties may include, but are not limited to, a lowered grade or failure on an assignment; lowered course grade; course failure; suspension or dismissal from a course; suspension or dismissal from the school or from the University.

In certain situations, AI may be essential in the clinical setting, however, students are ultimately responsible for the accuracy of their decision-making, documentation/charting and the patient's care.

Adapted from Kobeissi, M. M. (2023). Artificial Intelligence Syllabus Statement: Setting Expectations. *Nurse Educator*, 48(5), 275.

Medical Clearance

When a student discloses an illness, physical limitation, is hospitalized, or placed under any medical restrictions, the School of Nursing will consult with the appropriate clinical agency for clearance. Medical clearance must be submitted to the Associate Dean for Student and Alumni Affairs.

Any student having an illness or physical disability that affects their ability to function satisfactorily in the clinical areas must contact the Office Disability Services Office.

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 cannot attend clinical if there is impairment of ability to safely provide care to assigned patients.

Pregnancy

Students are expected to meet the academic and technical standards of their program, with or without reasonable accommodations and/or pregnancy related adjustments. Students who are pregnant, or who become pregnant during the program, are encouraged to contact the Associate Dean for Student and Alumni Affairs and the University's Title IX Coordinator. The University's Title IX Coordinator works with student on pregnancy related adjustments, including modifications to patient assignments during clinical rotations, as necessary, reasonable, and appropriate. The clinical coordination team, clinical faculty, and didactic faculty members with a need to know will be made aware of a student's pregnancy.

With respect to clinical assignments:

- Pregnant students should also be aware that some clinical sites may require medical clearance for the student to participate in clinical.
- Pregnant students should immediately notify their clinical faculty member if the student believes they are unable to perform their clinical responsibilities.

Students who need to request disability related reasonable accommodations should contact the University's Office of Disability Services. Requested reasonable accommodations will require supporting medical documentation.

In the event a pregnant student wishes to apply for a medical leave of absence from the program, the student should contact the Graduate Academic Advisor and submit their request in writing. Students who take a medical leave of absence during the program are required to be medically cleared by their treating physician prior to returning to the program.

Reporting of Incidents or Illness Affecting a student

Blood or Body Fluid Exposure

Students who sustain significant blood or body fluid exposures (including needle sticks, scalpel cuts, splashes to face, etc.) will be sent to 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 or local hospital. 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 Associate Dean for Student and Alumni Affairs.

Clinical Exposure Policy

This policy is to be followed when a student has had a blood or bodily fluid exposure in order to return to the clinical setting.

An injury including 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., splash 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 injury or exposure:

1. The student should immediately notify the preceptor and their clinical faculty member of the incident. The clinical faculty member will contact the Faculty of Record and Clinical Coordination team.
2. The student and clinical 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.) as confirmed by the Clinical Coordination team.
3. The student should be sent immediately to that facility's Occupational Health Unit if applicable or local Emergency Room. 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 their personal health insurance to be billed, as the student is financially responsible for any associated costs.**

4. The preceptor will help the student to complete the agency's incident report. In addition to the agency incident report, the clinical faculty member is to complete the *Duquesne University Duquesne University Student Health Incident/ Accident Report* as soon as possible after the occurrence. The clinical faculty member should submit the incident report to the Associate Dean for Student and Alumni Affairs who will distribute it as appropriate.

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 do the following:

- Contact the Graduate Clinical Coordination team to investigate the health system's policy and protocol
- Follow the Duquesne University School of Nursing Clinical Exposure Policy

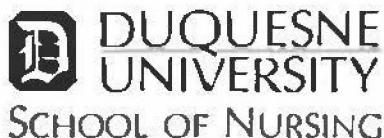
Other Student-Related Incidents, Accidents, or Illness

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 Graduate Clinical Faculty and Clinical Affairs of the respective academic department on the *Duquesne University Student Health Incident/Accident Report*. This includes campus residencies, practicum hours, and global initiatives.

Note: The process for reporting/documenting an incident, accident or illness during a Global Initiative may differ with regard to the insurance process. Please contact the Associate Dean for Student and Alumni Affairs in this event.

Untoward Events

In the event of a medication error, HIPAA breach, adverse patient or untoward event in the clinical area, the student is to notify their preceptor and clinical faculty member and complete an incident report at the clinical agency at the time of the event. The clinical faculty member is expected to complete the *Duquesne University Clinical Incident Report Form* within 48 hours of the event and submit the report to the Associate Dean for Student and Alumni Affairs who will distribute as appropriate.



Student Health Incident/Accident Report

All health related incidences or accidents occurring in the clinical setting or in campus labs involving a student, regardless of severity, are to be reported to the Associate Dean for Student and Alumni Affairs within 24 hours of the occurrence. The following form is to be completed by the clinical Faculty Member/ supervisor.

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: _____

☐ Home/Dorm ☐ Attending 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: Associate Dean, Student and Alumni 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
(Signature of student involved)
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: _____

Location of Incident/Error	Date & Time	Description of Incident/Error	Nature and Extent of Any Resulting Injury	Action

Physician notified: ☐ Yes ☐ No Physician's Name: _____

Faculty Signature: _____ Date: _____

Copy 1: Associate Dean, Student and Alumni 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



THE MSN/PMC PROGRAM & POLICIES

THE MSN/PMC PROGRAM & POLICIES

Approved Program Plan

All graduate students must have an approved program plan on file in the Office for Student Affairs before they will be permitted to register for courses. A newly admitted student will be contacted by their Graduate Academic Advisor with an approved program plan. Registration through Self Service Banner is permitted as long as the program plan has been approved. Any changes to the program plan must be approved by the Graduate Academic Advisor in advance. Students should be aware that not all courses run every semester. If a student deviates from their program plan for whatever reason, they will not be able to return until the next course(s) in their progression is offered.

Statement Concerning Student Work and Managing Time

Graduate education requires a significant amount of time and dedication. Most Duquesne graduate student profiles represent a student who is working, has a family, and significant responsibilities. For example, students in the Duquesne CRNP tracks are aiming to become care providers and in doing so accept the grave responsibility that comes with the role. In order to ensure success for students in any MSN/PMC track, high performance standards are established using national competencies and guidelines. Students are expected to meet these academic and clinical demands. In order to achieve this level of expertise students are required to give serious and thoughtful consideration to balancing the competing demands of school, work, and family.

The graduate faculty strongly urge all students who work (full-time or part-time) during their graduate program to recognize the impact of this decision on the quality of their learning and their ability to meet all course and program requirements. Faculty highly recommend that students begin early in prioritizing their time and obligations to allow sufficient time for their studies.

In a traditional 15-week semester, a clinical management course contains theory class hours, or instructional time as well as clinical hours (75-225 clinical hours). Aside from instructional time, students typically spend an additional 20 hours per week reading, taking notes, organizing information, completing assignments, and filling in knowledge gaps. As the intensity and credit value of courses increase, so do study time demands.

Students who are working full time (or beyond) will find meeting these obligations challenging. Working 40 hours (or more) will place a demand on students resulting in increased struggle and their limited capability for success. Faculty want to support students throughout this important academic program but must uphold these high academic standards and cannot make exceptions based upon demands outside of the academic program. All students should make a critical assessment of their lives and form a plan concerning how they will incorporate the academic demands. It is different for everyone, but important to recognize that current obligations will need to take a back seat to academic obligations in order to promote success.

Master of Science/Post-Masters Certificate in Nursing Programs

The Master of Science in Nursing Program and Post-Master's Certificate Program are online future-oriented programs of study that prepare graduates to meet the current and future needs of nursing in diverse health care settings. Graduates of the programs are prepared to plan, initiate, effect, and evaluate change in the health care delivery system, ensuring quality patient/consumer care, and enhancing the profession of nursing. The coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. Currently, six areas of specialization are offered in both the MSN and PMC programs. They are Family (Individual Across the Lifespan) Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Forensic Nursing, Executive Leadership and Health Care Management, and Nursing Education and Faculty Role.

Family (Individual Across the Lifespan) Nurse Practitioner

The Family (Individual Across the Lifespan) Nurse Practitioner Track prepares graduates to work in a primary care setting and are eligible to take either the American Association of Nurse Practitioners (AANP) examination or the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner certification examination. Upon successfully passing the certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their initial Certified Registered Nurse Practitioner in Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state's requirements.

The Graduate Academic Advisor will assist the student in the completion of a program plan. Once enrolled, students have up to five years to complete the program.

In addition, the SON offers a Post-Master's Certificate Family (Individual Across the Lifespan) Nurse Practitioner track for those students who already possess a masters or doctoral degree in nursing. Students entering the post-Master's certificate CRNP program must have pre-requisites in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work. Graduates seeking a post-Master's certificate within a CRNP track will have a pre-requisite evaluation based on a GAP analysis that will determine which courses can be transferred in and those that will need to be taken as part of the Post-Graduate Certificate program.

- a. The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact hours must be from a program which is APPROVED BY THE PA STATE BOARD, and must be within the five-year period immediately before the date of their application for prescriptive authority. Students are expected to have a physician or Advanced Practice Nurse as a supervising preceptor as required by the PA Board of Nursing.

This program is based upon national standards for nurse practitioner education and is consistent with the mission and philosophy of Duquesne University. The Duquesne faculty is

committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research.

Mandatory Campus Residency visits:

The School of Nursing requires two campus visits for all MSN/PMC Family Nurse Practitioner track students. These visits are a required component of the online CRNP program and have been put in place to maintain the integrity and high quality of our online CRNP program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to these required campus visits.

On-campus attendance is mandatory for:

1. Students enrolled in GPNG 535 Advanced Physical Assessment and Diagnostic Reasoning Applications
2. Students enrolled in GNFN 510 Foundations of Primary Care I or GNFN 544 Primary Care III

Adult-Gerontology Acute Care Nurse Practitioner

The Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track prepares graduates to care for those adults who are acutely and chronically ill. Upon graduation nurse practitioners prepared in this role will care for adults beginning with older adolescents to those who are considered frail, older adults with acute, critical, and complex chronic physical and mental illnesses across the adult continuum. They will provide services ranging from disease prevention to critical care, focusing on patients who are physiologically unstable, technology dependent, and/or highly vulnerable due to complications. Upon successfully passing the American Nurse's Credentialing Centers (ANCC) or the American Association of Critical Care Nurses (AACN) certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their CRNP in Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state's requirements. Prior to entering their first clinical course, students are required to have Advanced Cardiac Life Support (ACLS) Certification.

The graduate advisor will assist the student in the completion of a program plan. Once enrolled, students have up to five years to complete the program.

In addition, the SON offers a Post-Master's Certificate Adult-Gerontology Acute Care Nurse Practitioner track for those students who already possess a masters or doctoral degree in nursing. Students entering the post-Master's certificate CRNP program must have pre-requisites in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work. Graduates seeking a post-Master's certificate within a CRNP track will have a pre-requisite evaluation based on a GAP analysis that will determine which courses can be transferred in and those that will need to be taken as part of the Post- Master's Certificate program.

The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact

hours must be from a program which is APPROVED BY THE PA STATE BOARD, and must be within the five-year period immediately before the date of their application for prescriptive authority. Students are expected to have a physician or Advanced Practice Nurse as a supervising preceptor as required by the PA Board of Nursing.

This program is based upon national standards for nurse practitioner education and is consistent with the mission and philosophy of Duquesne University. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research.

Mandatory Campus Residency visits:

The School of Nursing requires three campus visits for all MSN/PMC Adult-Gerontology Acute Care Nurse Practitioner track students. These visits are a required component of the online CRNP program and have been put in place to maintain the integrity and high quality of our online CRNP program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to these required campus visits.

On campus attendance is mandatory for:

1. Students enrolled in GPNG 535 Advanced Physical Assessment and Diagnostic Reasoning Applications
2. Students enrolled in GNAG 502 Adult Gerontology Acute Care II or GNAG 551 Foundations of Adult Gerontology Acute Care I
3. Students enrolled in GNAG 503 Adult Gerontology Acute Care III or GNAG 552 Foundations of Adult Gerontology Acute Care II

Specifics related to Clinical Experiences

Precepted clinical hours must be divided evenly over the semester. To guide this process, each clinical management syllabus will outline the minimum and maximum of hours allotted per week in order to meet the course's clinical hour requirements. Students cannot work less than eight hours or more than 12 hours in their student precepted role. There must be a minimum of eight hours of time off between student precepted clinical hours and RN working hours (and vice-versa).

Psychiatric-Mental Health Nurse Practitioner

The Psychiatric-Mental Health (PMH) Nurse Practitioner track prepares for certification and licensure as a Psychiatric-Mental Health Nurse Practitioner who is able to evaluate, diagnose, manage, and treat patients with mental health disorders, both acute and chronic. Specifically, these nurse practitioners will be prepared to diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, and/or substance abuse problems. They are licensed and prepared to provide emergency psychiatric services, psychosocial and physical assessment, develop treatment plans, and manage patient care. They may also serve as consultants and/or educators for individuals, families and staff. Upon successfully passing the certification American Nurse's Credentialing Centers (ANCC) certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their initial CRNP in

Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state's requirements.

The graduate advisor will assist the student in the completion of a program plan. Once enrolled, students have up to five years to complete the program.

In addition, the SON offers a Post-Master's Certificate Psychiatric-Mental Health Nurse Practitioner track for those students who already possess a masters or doctoral degree in nursing. Students entering the post-Master's certificate CRNP program must have pre-requisites in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work. Graduates seeking a post-Master's certificate within a CRNP track will have a pre-requisite evaluation based on a GAP analysis that will determine which courses can be transferred in and those that will need to be taken as part of the Post-Master's Certificate program.

The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact hours must be from a program which is APPROVED BY THE PA STATE BOARD, and must be within the five-year period immediately before the date of their application for prescriptive authority. Students are expected to have a physician or Advanced Practice Nurse as a supervising preceptor as required by the PA Board of Nursing.

This program is based upon national standards for nurse practitioner education and is consistent with the mission and philosophy of Duquesne University. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research.

Mandatory Campus Residency visits:

The School of Nursing requires two campus visits for all MSN/PMC Psychiatric-Mental Health Nurse Practitioner track students. These visits are a required component of the online CRNP program and have been put in place to maintain the integrity and high quality of our online CRNP program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to these required campus visits.

On campus attendance is mandatory for:

1. Students enrolled in GPNG 535 Advanced Physical Assessment and Diagnostic Reasoning Applications
2. Students enrolled in GNMH 544 Psychiatric Mental Health I or GNMH 538 Psychiatric Mental Health Clinical I for Advanced Practice Nursing

Forensic Nursing

The online MSN and post-master's forensic nursing track prepare graduates for an advanced practice forensic role focused on addressing violence and its consequences in communities and creating opportunities for the unique contributions of nurses. Graduates function not only as practitioners in forensic nursing but also as leaders in this emerging specialty area. They practice in diverse settings such as hospital-based programs caring for victims and perpetrators of violence, designing educational curricula, and helping to enact new policy initiative at the

local, state and national levels. The program is offered in collaboration with the Cyril H. Wecht Institute of Forensic Science and Law in the Bayer School of Natural and Environmental Sciences at Duquesne University. Degree requirements may be completed on a full-time (six credits per semester) or part-time basis. After being accepted for admission to the MSN/PMC program, each student is assigned an advisor who will assist the student in completion of a program plan. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research. Once enrolled, students have up to five years to complete the program. In addition, the SON offers a Post-Master's Forensic Nursing Program, for those students who already possess a masters or doctoral degree.

Mandatory Campus Residency visits:

The School of Nursing requires one campus visit for all MSN Forensics Nursing track students. This visit is a required component of the online program and has been put in place to maintain the integrity and high quality of our program. If you are in the military, please contact us; otherwise please note that there are no exceptions to this required campus visit.

On campus attendance is mandatory for:

- 1 . Students enrolled in GPNG 535 Advanced Physical Assessment and Diagnostic Reasoning Applications

Nursing Education and Faculty Role

The online Nursing Education and the Faculty Role track prepares graduates for roles as a faculty and clinical faculty member, online teacher, lab instructor, and nursing professional development specialist/staff development educator and faculty member in a community college for contemporary nursing education. Coursework provides theory and real-world experiences to support the teaching and learning environment, specifically focusing on curriculum design and evaluation, teaching strategies and simulation, and learning theories. Learning experiences are designed for classroom and clinical settings as well as for the virtual environments of the skills and simulation labs and distance education. Special emphasis is placed on engaging students in the use of innovations in the teaching of nursing. The advanced clinical course will provide the student with in-depth clinical theory and experience in a specialty beyond the bachelor's degree. During the teaching practicum, students will work with master teachers to become fully immersed in the role and responsibilities of a faculty and/or nursing professional development specialist. In addition, the SON offers a 15 credit Post-Master's Certificate in Nursing Education and the Faculty Role and a 9-credit Concentration in Nursing Education for those students who already possess a masters or doctoral degree and wish to gain additional theory and experience in nursing education. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in their learning and professional development. Once enrolled students have up to five years to complete the program.

Mandatory Campus Residency visits:

The School of Nursing requires one campus visits for all MSN Nursing Education and Faculty Role track students. This visit is a required component of the online program and has been put

in place to maintain the integrity and high quality of our program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to this required campus visit.

On campus attendance is mandatory for:

- 1 . Students enrolled in GPNG 535 Advanced Physical Assessment and Diagnostic Reasoning Applications

MSN in Executive Nurse Leadership and Health Care Management

The Master of Science in Nursing in Executive Nurse Leadership and Health Care Management is an online curriculum that prepares graduates to meet the current and future leadership needs of nursing in diverse health care settings. Graduates of this master's track are on a trajectory to be prepared to lead and manage teams and organizations, create and execute a strategic vision to improve patient outcomes and patient safety, and provide ethical services to promote complex, innovative care to people across the lifespan. They will also develop their professional, business, and leadership skills to effectively manage the business side of health care as a nurse leader, and expand their understanding of how health care systems function. In partnership with the Palumbo-Donahue School of Business, the Executive Nurse Leadership and Health Care Management student will couple their nursing experience to gain knowledge in areas such as finance, budgeting, and human resources that will prepare them to execute strategic plans that will improve healthcare outcomes and transform organizations. Degree requirements may be completed on a full-time (six credits per semester) basis. Once enrolled, students have up to five years to complete. In addition, the SON offers an 18-credit Post-Master's Certificate in Nurse Executive Leadership for those students who already possess a masters or doctoral degree and wish to gain information on the business side of health care operations and management. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

Mandatory Campus Residency visit:

There is no mandatory on campus residency for this track.

Concentrations

A concentration in Nursing Education was created for students in the Forensic Nursing and Nurse Practitioner tracks as an added option. **The Concentration in Nursing Education** consists of three 3-credit theory courses (9 credits) that focus on the core competencies needed for the academic nurse educator practice role.

GNED 507 Foundations in Education Theory for Professional Practice Disciplines - 3 credits.

GNED 526 Curriculum Design and Evaluation for Nurse Educators- 3 credits.

GNED 535 Emerging Trends and Innovations Used in the Teaching of Nursing - 3 credits.

A concentration in Forensic Nursing was created for students in the Nursing Education and Faculty Role and Nurse Practitioner tracks as an added option. **The Concentration in Forensic**

Nursing consists of three 3-credit theory courses (9 credits) that focus on the core competencies needed for the academic forensic nursing practice role.

GNFO 518 Criminal Law and the Courts - 3 credits

GNFO 519 Advanced Forensic Nursing I: Theory and Practice - 3 credits

GNFO 520 Advanced Forensic Nursing II: Program Development, Leadership and Policy - 3 credits

A **Concentration in Transcultural Nursing** was created for students as an added option. A person's cultural preferences should consistently be reflected in all patient care standards — but that is not always the case. That is what makes this concentration so important. You can bridge the gap between culture and healthcare.

Transcultural care emphasizes and embraces the emotional and spiritual connections that influence healthcare decisions. You will learn how to view patient preferences through a new lens that significantly impacts patient care outcomes. This advanced perspective can help you make a difference with vulnerable populations where you live and work, as well as around the world.

GPNG 908 Advanced Population Health 3 Credits

GPNS 977 Transcultural Health and Global Healthcare Delivery 3 Credits

GPNS 978 Social Justice and Preventing Vulnerable Populations 3 Credits

Advanced Standing for MSN/PMC Program

A maximum of six (6) MSN level credits may be accepted in transfer towards a master's degree of 30 credits. For master's degrees of more than 30 credits, no more than 25% of the total semester hours for the degree may be accepted in transfer. A maximum of nine (9) MSN level credits from an accredited university and approved program may be transferred toward the completion of the requirements for the Certified Registered Nurse Practitioner (CRNP) tracks, while three (3) credits may be transferred toward the completion of the requirements for the Post-Masters Certificates in Forensic Nursing, Nursing Education and Faculty Role, and Executive Nurse Leadership in Health Care Management.

Official transcripts certifying graduate level courses completed at another institution prior to admission to Duquesne University should be submitted at the time of application and will be evaluated for acceptability as advanced standing credit in the MSN/PMC Program when admission decisions are made. Applicants are to follow the procedure below.

Transfer credit will only be accepted for courses in which a minimum grade of "B" (QPA = 3.0 on 4.0 scale) or higher or its equivalent has been received from degree granting programs.

Generally, courses must have been completed within 5 years of admission. However, the Pennsylvania State Board of Nursing requires that Pharmacology must be taken within 5 years of the intended program completion in order to be eligible for prescriptive licensure. Students living outside of Pennsylvania should investigate the requirements for the State Board of Nursing in their home state.

Pass/Fail courses will not be considered for Advanced Standing.

The student is responsible for initiating the request for advanced standing. For each course for

which the student requests transfer credit, the student must:

- Complete a *Request Credit for Consideration* form as part of the MSN/PMC Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).
- A course syllabus or outline **MUST** be submitted for each course taken outside of Duquesne School of Nursing
 - Courses completed at or previously accepted by Duquesne School of Nursing are not required to submit course syllabus or outline with request
- Submission of a request for credit consideration does not guarantee approval. Each credit request will be reviewed on a case-by-case basis.
- Identify the course for which Advanced Standing is being sought.
- Submit an official transcript, which includes the grade received for the requested transfer credits, and a detailed course description/outline.
- Submit these materials, as listed above, with the application. The request will be forwarded to the appropriate Program Director for evaluation.
- Acceptance or rejection of Advanced Standing credits will be included in an email sent to the applicant.
- Approved advanced standing credits will be forwarded to the Graduate Academic Advisor.

All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

Academic Standing and Progression

To progress toward the master's degree in nursing, students must earn a grade of "B-" or better in all courses required in the program. If grades of "B-" or higher are **not** achieved in all courses, the course(s) must be repeated.

The following regulations are applicable:

- A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next course. An overall QPA of 3.0 is required to graduate.
- Graduate students must maintain a minimum cumulative quality point average (QPA) of 3.0. Any graduate student who's cumulative QPA falls below 3.0 will be placed on academic probation. Once a student is placed on academic probation, they have two consecutive semesters to improve their cumulative QPA to above 3.0. If this is not achieved, the student will be dismissed from the program. **A student may be placed on academic probation only once during the program of study.**
- If a student has taken previous coursework at Duquesne University at the graduate level, only coursework for the degree/program currently being pursued will be used when calculating QPA for academic standing. As a result, the student's degree/program QPA may differ from what is shown on the graduate transcript.
- Grades of "C+" or below are not acceptable. Students receiving a grade below a "B-" in any course in the approved program of studies should follow the revised program plan given to them by their Academic Advisor. If any graduate student receives two grades

below a “B-” in the same course or in more than one course, they will be dismissed from the program. A student who is dismissed cannot transfer into another track within the MSN/PMC/DNP programs. They must apply for admission to the newly desired track.

- Graduate students with “F” grades on their transcripts will not be eligible for graduation, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must repeat the course or an equivalent course.

A student who receives an “F” (unsatisfactory grade) for the clinical component of a course will receive an “F” for that course grade.

Change of Specialization

A student wishing to change specialization in the MSN or Post Master’s Certificate program must seek a formal transfer through the School of Nursing Internal Transfer Process. Only students in good academic standing in a current specialization will be considered for such a transfer and acceptance is not guaranteed.

The student should discuss their intention to switch to a different specialty with their Academic Advisor as well as the Program Chair of the current specialty and the intended specialty.

The student must complete the School of Nursing Specialization of Transfer Form which is available from the Graduate Academic Advisor. The form is to be submitted to the School of Nursing Graduate Academic Advisor who will forward the application to the appropriate Program Chair for review. The student will be notified in writing of the decision.

Period of Matriculation

A student is required to satisfy the MSN or PMC degree requirements within 5 years from the semester in which the student completes the first course for the degree.

All students must register for coursework every semester including the summer semester. If a student is unable to register for a class for a semester, an official leave of absence must be requested and approved by the Graduate Academic Advisor in order to maintain a place in the program.

A student who fails to register for coursework for three consecutive semesters or who does not return from an approved LOA for over three consecutive semesters will be made inactive and must re-apply to the program and meet admission criteria applicable at that time. There will be no guarantee that space will be available or that the requirements for the desired program of study will be the same.

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.

For the majority of students, a positive confirmation of a preceptor or clinical site is obtained through an employment, professional, or personal connection, or end goal for potential

employment. Students benefit by learning to professionally network in settings that are appealing to them and with their state's nursing organizations. Additional resources include but are not limited to LinkedIn, Facebook groups, local and regional advanced practice group events, and preceptorship message boards. Please visit the Clinical Coordination Canvas page for the University's statement on preceptorship headhunter services and pay-for-hosting services. University School of Nursing reserves the right to integrally involve students in their clinical placement search and has a number of resources, in addition to a designated Clinical Coordination team to assist students. Any student that is placed by the SON will require an unencumbered nursing license in the state of the provided opportunity, as well as all clearances and site-related requirements, and will be required to adhere to the clinical location, dates, and times established. Any refusal to accept said clinical opportunity may result in a program plan change. The discussion of clinical placement should begin upon entry into the student's clinical program, and conversations should take place with the Clinical Coordination team, discussing geographic location, current employment status, and employment goals. Please note that Duquesne University is not responsible should an organization not want to enter into an affiliation agreement. The student should be aware that many large health care and educational systems require the use of an electronic portal for potential clinical placement and that placement is not guaranteed by these organizations. Employment within a specified health care system may be required for potential consideration for site placement.

1st Deadline Requirements:

- All School of Nursing graduate clinical requirements via CastleBranch
- All School of Nursing graduate health requirements via Duquesne Health's Portal
- FBI, PA child, and PA Crime emailed to DugGradNursing@duq.edu for storage on our secure server, if a Pennsylvanian student; CastleBranch background check, if an out-of-state student. Links to order respective background checks are loaded to the Clinical Coordination Canvas site.
- Submission of confirmed preceptor and site via the TeamDynamix clinical tracking system and approval by the course faculty of record. The Clinical Coordination team will start working on the affiliation agreement for the clinical site upon receipt of the TDx ticket.

2nd Deadline Requirements:

- Once a student is approved in TeamDynamix, the Clinical Coordination team will send a welcome email to the preceptor and site clinical coordinator/administrative contact. The student will be copied on the email.
- The student is responsible for all site-related requirements which may include but are not limited to additional clinical, health, clearance, drug screen, and EMR forms. A site greenlight/sign off must be emailed to DugGradNursing@duq.edu to result in a closed TDx ticket.

Failure to meet clinical, health, clearance, drug screen, and site-related requirements by the pre-established and distributed clinical deadline will prohibit students from clinical learning activities and may result in a program plan change. Any clinical/practicum hours completed by a student without receiving a greenlight from the Clinical Coordination team will not be counted toward the requirement of 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 a graduate account with CastleBranch and uploading documents for review. Students who attended Duquesne University for Undergraduate Nursing are still required to purchase a Graduate CastleBranch account. All health requirements must be entered into the Health Service Student 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 in the 2nd semester of study, and students will receive email and Canvas messaging that deserves immediate attention guiding them through the process. Deadlines for all clinical learning activity documents will be communicated by the Clinical Coordination team via email and the Clinical Coordination Canvas page on a continual basis.

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 or AHA-approved courses (i.e., US military courses) for the Healthcare Provider or Professional Rescuer are acceptable. Lay person training is not acceptable. The card or certificate must be signed by the holder. Training is good for two years.

Students enrolled in the Adult Gerontology Acute Care Nurse Practitioner track are also required to upload proof of current Advanced Cardiovascular Life Support. Training is good for two years.

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. If a student is completing clinical or practicum hours in multiple states, they are required to submit proof of licensure in each state in which they are completing clinical or practicum hours to the Graduate Clinical Coordination team via DugGradNursing@dug.edu email.

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 which applies to all healthcare providers. A free HIPAA training module is posted on the Clinical Coordination Canvas page. Clinical programs that are longer than two years will require an updated HIPAA training document at the three (3) year point. Proof of workplace HIPAA training program is acceptable if the date of training is visible in the completion certificate.

Blood Borne Pathogens

All students are required to complete training in Bloodborne Pathogens. If previously completed at a current workplace, evidence of dated training must be submitted. If training has not been completed, students are to complete the online *AHA Heartsaver Bloodborne Pathogens Course* and are responsible for the cost of the training. A link to this training is posted on the Clinical Coordination Canvas page. 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 complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include but is not limited to a drug test and site related forms. These additional requirements may cost; the cost is the responsibility of the student. These requirements may need to be repeated throughout the program as the need arises. Links to commonly requested site-specific requirements are maintained on the Clinical Coordination Canvas page under Section 5. Site Requirements.

CastleBranch Instructions

You must establish an initial CastleBranch document tracker account. The cost of this package (\$16) includes the review, management, and storage for your clinical requirements both as a current student and after graduation. CastleBranch is also the required route for all state-specific background checks and drug screenings unless otherwise noted.

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

- Visit <https://duquesne.castlebranch.com/>
- Click on "Place Order" at the top of the page in red
- Choose your online program
- Choose your state of residence
- Choose "I need to submit my document tracker requirements"
- Check the box after reviewing the disclaimer.
- Click Continue.
- Enter your personal information and personal identifiers. Please note, **you must use your Duquesne (@duq.edu) email address**
- Enter your Graduate Designation, Degree, and Expected Graduation Year
- Click Next
- Choose a password
- Confirm the password
- Click Create Account
- Enter any additional names you may have used in the past
- Choose the name for the document manager from the dropdown menu and click Next
- Review your order and click Next
- Enter your payment information, verify your billing address, and then click Submit
- Review your order confirmation page. You will also receive an email with this information. You can print your confirmation page at this time.
- Click Next to see your document manager.

- Your package will contain four (4) required documents (CPR certification, RN license, HIPAA, and BBP). Next to each required document is a plus (+) sign that will show you what the requirements are for each document in detail. You can upload each document to its respective location as it becomes available to you. You may also upload all documents to the My Documents folder in the Document Center and then place them in their appropriate folder. Follow the instructions for uploading and submitting each of the four (4) documents. Students enrolled in the MSN Adult Acute Care Gerontology Nurse Practitioner Track are required to upload their additional ACLS completion certification as well. This will auto populate when you choose your online program at the start of the ordering process.
- 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 has been reviewed and approved, its status will change to “Complete.”
- Students are responsible for uploading their documents and checking on the status of them in a timely manner. CastleBranch will send email alerts as RN licenses, CPR, and HIPAA trainings are nearing expiration.

School of Nursing Health Requirements

Students must provide evidence of:

1. A complete physical examination
2. Proof of immunization with dates of administration of Tetanus, Diphtheria, Acellular Pertussis, within the last 10 years
3. Series of 3 Hepatitis B injections
 - a. Booster doses may be required
4. Initial Two-Step or IGRA (QuantiFERON Gold or T-spot) Tuberculin Skin Test followed by a single step skin test for each subsequent year in the clinical portion of your academic program
5. Titers for Rubella IgG, Mumps IgG, Rubeola (Measles) IgG, Hepatitis B Surface
 - a. Booster doses may be required
6. Antibody (HBsAb), and EITHER Varicella IgG OR proof of immunization (2 doses of Varivax)
 - a. Booster doses may be required
7. Annual flu shot for students completing clinical in the Spring semester

Students must submit the provider and student signed Health Requirements Form to the Health Service Student Portal and retain a copy for themselves.

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. It is also the student’s responsibility to complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include health requirements such as the seasonal influenza vaccine and COVID-19 vaccine. Students are responsible for any costs associated with additional health requirements.

University Student Health Portal

The University Student Health Portal is available through the Portal:

1. Log in to the Portal 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 <https://patient-duq.medicatconnect.com/home.aspx>

If you have questions, please email the Pre-Clinical Health Requirements Coordinator, Carol Dougher, RN at pchr@duq.edu.

TeamDynamix Clinical Tracking System

TeamDynamix is the software used for all preceptor requests. It is a ticketing system to submit and view the progress of clinical site contracts, clinical, health and clearance requirements, and site-specific requirements. TeamDynamix is for confirmed rotations only. It is not a requesting service for potential placement.

TeamDynamix opened for Spring 2024 requests. It will be used for all requests moving forward. This includes MSN and DNP programs.

TeamDynamix or TDx provides a cleaner line of communication between students, clinical coordinators, and faculty to submit, review, and process clinical pairings. Requests can easily move from New to Faculty Review to Approved and In Line for Contracting to Green Lit.

Students will need key pieces of information to submit their TDx request. This information is:

- Semester of Clinical
- Year of Clinical
- Course
- Preceptor Name and Email Address
- Clinical Site Name, Address, and Contact's Email Address
- Number of Hours Requested
- and current CV/resume of the preceptor

Please note that no TDx request will be processed without a current CV attached. A current CV must include:

- current place of employment at your requested site with length of employment longer than 1 year,
- level of education that supports the current role, such as the type of MSN/NP degree received,
- and for NPs, the type and expiration date of current certification exam.

Of note, board certification is not state licensure. The Graduate Clinical Coordination Team validates all preceptor's state licensures; however, board certification validation costs. These are the boards or tests your preceptor took after graduation, typically through the AACN, AANP

or ANCC. All of these requirements are mandated by the PA State Board of Nursing and Duquesne's accreditation bodies. If your preceptor is not comfortable releasing their resume to you, please have them email it to the Clinical Coordinators at DugGradNursing@duq.edu.

Steps to submitting a confirmed pairing between a student and a preceptor:

1. The link to access TDx will be loaded to the Clinical Coordination Canvas page under Common Links & Forms. Directly under the link is the Preceptor CV form. This document can be used if a preceptor does not have a current resume or their resume requires updates.
2. TDx can also be accessed from your Portal account. This uses your Duquesne MultiPass and password which is the same as your Outlook email. In the top right hand of your Portal account, click Quick Links and choose TDx Services Portal.
3. Once you are in the Services Portal, click Services on the blue bar at the top.
4. Click Academics.
5. Click Colleges & Schools.
6. Click School of Nursing.
7. You will arrive at the Preceptor Pairing Request launch site.
8. Click the link. Please click the Favorite button to save this service and also add this page to your browser's bookmarks. Here you will find a summary of the services that TDx will provide, who can use them, and how you can access them.
9. To submit your first request, choose the bright red Submit Request on the right-hand side of your page.
10. Starting at the top of the form, you will not modify the Title. You will be the requestor which will auto-populate. Your D# will populate as well. Please enter your Cell Phone Number and how you would like to be referred to in communication with the clinical site. Please choose if you are a UPMC employee or not. If you are a UPMC employee, please choose if you are Full Time, Part Time, or Casual.
11. Next, please choose your Program. The next few areas are text predictive so you can start typing to narrow down your choices. Choose the Semester for which your request is for. Choose the Year and choose the clinical course.
12. If your clinical site is independent such as a privately-owned practice, please choose independent. If your clinical site belongs to a larger health care system, such as a university-based or federally funded clinic system, please choose No. Then you will enter the larger system to which your clinical site belongs. Then enter the specific clinical site to which you will be going. If your preceptor practices at several locations within the same healthcare system, you will only need to submit 1 TDx ticket. If your preceptor practices at several locations in various healthcare systems, you will need to submit multiple TDx requests. This is because staff must validate if Duquesne has existing affiliation agreements with said clinical sites. If we do not have an existing affiliation agreement with the clinical site, we immediately start the negotiation process with the said institution. In addition, health systems have different site-related requirements which we will gather and assist you with.
13. Enter the address of the location which you will be at.
14. Next, we need the contact information for either the clinical coordinator or practice manager with whom you have been communicating for the rotation. If you are working with a practice in Western PA, we likely are already in communication with the clinical

coordinator for that healthcare system, so please put the practice manager's contact information down. This will help the Clinical Coordination team communicate with the office when it comes time for you to set your schedule. If you are doing clinical outside Western PA, please put down the individual responsible for establishing or signing an affiliation agreement with a new organization. The Clinical Coordination team starts the affiliation agreement process as soon as they open new TDx requests. Next, complete the field identifying your employment status as it relates to this clinical site. Finally, please note if the site is in a rural location for your geographic area and if the practice serves a traditionally underserved population.

15. The third section is the contact information for your preceptor. Please choose how they should be addressed. Enter their name, email address, and work phone number. Please choose their specialty and how many hours you would like to complete with them. Please note that you can review your respective program Curriculum Charts and specialty hour permissions on the Clinical Coordination Canvas site under section 4. Program Requirements. Approval of full hours is up to faculty discretion as it relates to the goals and objectives of your respective program and clinical course. In the final line, please confirm if you are attaching a CV/resume to this ticket now or if you are deferring until you receive it. If you upload the CV/resume at a later time, the request will not be processed until it is attached. This allows the Clinical Coordination team to know if you truly have a verbal commitment from your preceptor. Choose the Browse button and find your preceptor's CV/resume on your computer. Click on the document and hit open. This will attach the preceptor's CV/resume to the request. (Please note that at this time you can only attach one document at a time.)
16. Finally, you can add any additional information in the comments section. Comments are not required but if any additional information can be provided, please feel free to include it. This typically includes information such as the preceptor's NP board certification expiration date if it is not on the preceptor's CV/resume. If there are any other contacts that you would like the team to cc' on email documentation, please include them in this section. When done, hit Submit.

Your request will come to the Clinical Coordinators in an Open state. Upon receipt, the Clinical Coordination team will review the appropriateness of the preceptor for the clinical program and course. The team will validate their level of education and length of time in their current employment as well as the location of their practice. Finally, the team will validate their state licensure and check for any infractions. If any information is missing, the team will communicate this back to you via a TDx email.

TDx emails will come straight to your Duquesne Outlook email. One of the benefits of TDx is that the emails appear streamlined and less digital looking. They look very similar to the feed on common social media applications. Simply reply all to the email to answer any questions or attach any new documents to the ticket. The information will automatically sync to your ticket. The Clinical Coordination team may ask for additional information during this time. Once all required information has been reviewed, the team will send your ticket to your respective course faculty for review. Faculty may pose questions back to you regarding the clinical site or preceptor. Please, again, simply reply all to the email to answer any questions. Once your faculty member approves your request, it will then enter the welcome email queue. You can check on your TDx request at any time by revisiting the Services Portal. All updates will appear

in the Feed at the bottom of the ticket. Each ticket has a unique ID # which the team may refer to if you have multiple tickets open at one time. Students can see when a Status has been changed at any time.

Welcome emails take place in the months leading up to the respective semester. The Clinical Coordinator team will send a welcome email, preceptor handbook, and course syllabi to your preceptor and the contact. Duquesne will continue to negotiate affiliation agreements between your site and Duquesne Legal and provide updates along the way. Please note that the affiliation agreement process can take weeks if not months and submitting a ticket early is key. Veterans Affairs and military agreements can take the longest while independent practices often sign Duquesne's stock agreement. Duquesne University will provide the insurance coverage to your clinical site for you to be there once the agreement is fully executed. In addition, Duquesne offers a Preceptor Perks package which we will include in the preceptor welcome email. This is optional but a welcome benefit to help encourage providers to serve as preceptors for Duquesne.

The clinical coordinators will validate all students' Duquesne Health, CastleBranch, and background check requirements every semester. All validations will be described as TDx entries. Students are responsible for working with the clinical site contact to complete any site-related requirements. Commonly utilized sites are listed on the Clinical Coordination Canvas page under 5. Site Requirements. There, students can get a heads-up on what will be required of them. Once a student has completed their site-related requirements, the clinical site should sign the student off or give them the green light. This is often a simple email stating that the student is good to go. It can be emailed to DugGradNursing@duq.edu.

All incoming documents should be emailed to DugGradNursing@duq.edu so that the team can sync them with the TDx ticket.

Once all of the requirements and contracts have been received, the team will greenlight the student. The Clinical Coordinators will inform your faculty member that you are ready for the next steps and can start scheduling your clinical dates with your preceptor. The Clinical Coordinators will close your TDx request. Every evening, all clinical faculty are informed of all closures that occurred during the workday. Please note that TDx requests are only processed during business hours, M-F. A delay in submitting a TDx request can severely impact your program plan. Students who do not meet the semester-based announced deadlines on the Clinical Coordination Canvas page under Announcement will have to discuss program plan modifications with their academic advisor. Students should plan accordingly with their respective course offerings.

A TDx request is required for every preceptor, every semester. Each preceptor's CV/resume is reviewed on its own. If a student has the opportunity for additional preceptors throughout the semester, please submit a new TDx request and the team will process ASAP. Students may have multiple preceptors per semester but please keep in mind your program's requirements as previously outlined.

The Clinical Coordination team looks forward to processing your requests and seeing you succeed in your upcoming clinical endeavors. Please assist the Clinical Coordinators by submitting your requests in a timely and complete manner. TDx emails should be treated as regular emails and responded to within 24 hours during the M-F week. Students must use their

Duquesne email address in all communications. If you have any difficulty networking for a clinical site or preceptor, please start by visiting the Clinical Coordination Canvas page under Module 3. Directories. The Clinical Coordination team can assist you after you have checked out the many zip-code-based search tools. We are available at DugGradNursing@duq.edu.

Clinical Contracts

Students are only permitted to begin clinical experiences once all clinical, health requirements, clearance, and all site-specific requirements have been completed. In addition, students cannot begin clinical experiences until all affiliation agreements have been fully executed and returned to the Clinical Coordination. All clinical, site-specific and health requirements must be completed by the designated date found on the Clinical Coordination Canvas page and pre-semester emails. Dates will be noted three (3) semesters in advance and updated each term. If these pre-requisites are not met, the student will be required to withdraw from the course. More direction will be provided within each course for beginning clinical hours based on the academic calendar.

Clinical hours that are not approved by the course instructor cannot be counted toward required clinical hours and any hours completed to date will be redacted. Improper charting of dates and hours completed out in the field will also be redacted. The penalty for these offenses may range from the hours being redacted and needing to be repeated to a clinical failure, depending upon the severity. A letter of violation will be placed in the student's file.

Preceptor Selection

Students are responsible for selecting an appropriate preceptor for clinical courses. Criteria for graduate preceptors include:

1. Unencumbered professional license for the prior 12 months and/or national certification.
2. Documented current practice in the field of at least one full year of practice.
3. Current employment at requested agency
4. Minimum of a Master's degree in nursing or Allopathic/Osteopathic degrees in medicine
5. Commitment to high professional standards
6. Previous preceptor experience is preferred
7. Interest in working with students with desire to foster student learning
8. Willingness to complete all obligations associated with precepting
9. **For CRNP students:**
 - a. Preceptors may include an MD, DO, nurse practitioner, or certified midwife. NPs and midwives must hold national certification, and have at least one year of clinical experience. Physician Assistants may not be utilized as a preceptor per the Pennsylvania Board of Nursing.
 - b. The clinical site must be congruent with the focus and role preparation of the NP track. Faculty can guide specific questions and requests.
 - c. The precepted clinical site must be within the United States or a United States affiliate, such as a military installation. International contracts will not be approved.

10. **For School of Nursing students who are unable to complete clinical in non-SARA** (State Authorization Reciprocity Agreements). A current listing of non-SARA states can be found at <https://onlinenursing.duq.edu/admissions/>

*****To avoid any conflict of interest, the preceptor CANNOT be a relative, significant other, close friend, and/or coworker. Students cannot precept with an individual to which they directly report.***

Process for Establishing a Preceptorship

1. The student identifies an appropriate preceptor for clinical activities according to criteria and has a discussion with the preceptor about their current standing in the program and clinical needs. Only those preceptors who agree to precept the student should be put forward.
2. Please note: at this time UPMC and AHN prohibit cold-calling of preceptors. All previously utilized preceptors are contacted in advance of every semester and academic year to inquire if they will renew their preceptor agreement with the school. All confirmations will be posted the Clinical Coordination Canvas page under Section 9. Available Preceptorships and can be claimed on a first-come, first-serve, geographic basis. The only exception to contacting these providers is if a personal or professional relationship exists or the potential preceptor is an alumnus of our school. Students should not contact any UPMC Emergency, Urgent Care, and WPIC Department providers; these requests should come to DugGradNursing@duq.edu.
3. The student submits the preceptor/agency and preceptor CV to the Clinical Coordinator via the TeamDynamix system. The Clinical Coordinator will review the same against the established criteria and for completeness.
4. The Clinical Coordination team will initiate the processing of the same, once receiving approval of the preceptor CV from the faculty member having course oversight responsibility. The Faculty of Record who oversees clinical placements must approve the student's selection of a preceptor. The Faculty of Record may approve for less hours than requested, pose questions back to the student for clarification, or deny the request due to inappropriateness for the course at hand.
5. The Clinical Coordination team will process the preceptor and agency contracts.
6. The Clinical Coordination team will notify the student and the course faculty member when all appropriate documents have been received. Clinical hours cannot be started until all affiliation agreements, clinical, health requirements, clearance, and site-specific requirements (if applicable) have been received.
7. The course faculty member will advise the student when to begin the precepted hours.
8. The Clinical Coordination team will facilitate a thank you letter to the preceptor at the end of each semester via the departmental administrative assistant
9. All CRNP preceptors and Doctors of Osteopathy will receive a Primary Verification Form (PVF) with notation of preceptor hours at the end of each semester.

The Clinical Coordination team will maintain the database, which reflects, but is not limited to, student name, preceptor name, preceptor address, agency name, agency address, and precepted hours. This database, among others, will be utilized by the Clinical Coordinators and student to network for future clinical rotations.

Typhon Student Tracking System

Graduate Nursing students are required to document their clinical schedules, evaluations, experiences, and other clinical information to fulfill course and/or certification eligibility requirements. In order to accomplish this, the University has licensed the use of a web-based program called Typhon, which is a tool for tracking clinical practice during the educational process. Typhon has a 14-day period for students to enter clinical cases. Should a student exceed this limit, the student will not be able to enter the cases and the cases and clinical hours will not be counted. The hours will then have to be repeated. No HIPAA information should be typed or pasted into the Typhon system. Any suspicion of fraudulent entries will be investigated by the faculty member of record and Program Director and are subject to student discipline. Any confirmed cases of HIPAA violation will be reported to the clinical partner and the student will be subject to their protocol as well.

Isabel

Isabel is a differential diagnosis tool that students will begin to use in their Advanced Physical Assessment course. This differential diagnosis tool will be purchased through the student's graduate fees, and will be utilized throughout the CRNP management courses to advance this critical thinking skill necessary for advanced practice.

Neuroscience Education Institute (NEI)

NEI is a required resource for graduate psychiatric mental health nurse practitioner students entering their clinical year of psychiatric courses (GMNH 538 Psych/MH Clinical I, GMNH 540 Psych/MH Clinical II, and GMNH 541 Psych/MH Clinical III, or GNMH 545, GNMH 546, and GNMH 547). For access, students will be provided with further information from their clinical course instructor. NEI Membership includes access to the NEI Prescribe App CNS Spectrums, and the Master Psychopharmacology Program course

Simulation Lab Experience

Adult Gerontology Acute Care Nurse Practitioner students will utilize state-of-the-art simulation equipment to obtain hands-on experience in a lab setting for the following skills: arterial line insertions, intubation, suturing, as well as central line and thoracostomy insertions. These experiences will occur during the two Campus Residencies.

SonoSim

Adult-Gerontology Acute Care nurse practitioner students will utilize SonoSim Ultrasound Technology Tools in the simulation environment and the evidence-based didactic content is integrated into the three core management courses. SonoSim technology enables the student to develop skills in acquisition and interpretation of ultrasound technology utilized in the acute care environment.

Clinical Failures/Withdrawals: Certified Registered Nurse Practitioner Tracks

Students who earn a failing grade or withdraw from the didactic portion of a patient

management course will also earn a failing grade or withdrawal for the clinical portion and be required to complete both portions of the course.

The clinical courses include:

- MSN Core – GPNG 535
- FNP - GNFN 508, 509, 510, 511, 542, 543, 544, 545
- AGAC – GNAG 501, 502, 503, 504, 550, 551, 552, and 553
- PMH – GNMH 538, 540, 541, 544, 545, 546, 547

Students who earn a failing grade in or withdraw from the clinical portion of the course will also earn a failing grade or withdrawal for the didactic portion and will be required to complete both portions of the course. The preceptor clinical evaluation **may not have any** scores rated lower than “2” indicating a course failure.

Remediation Procedure

1. If the student’s performance is unsatisfactory on any given clinical day, the Clinical Preceptor will initiate an informal conference with the student. This informal conference will provide the student with constructive feedback to assist them in on-going improvement in clinical practice.
2. Should the student’s performance continue to be unsatisfactory, the Clinical Preceptor will notify the Clinical Faculty who will assist the Clinical Preceptor in formulating a remediation plan explaining areas of concern and behaviors necessary to correct these deficiencies. This process will be completed by mid-semester, if possible, so the student has time to improve.
3. If at any time, concern or questions remain about the student’s performance the student will be required to come to the Duquesne campus for direct faculty observation. Any costs associated with onsite attendance will be the responsibility of the student.
4. The Course Faculty will issue an Academic Warning after communicating with the clinical faculty to acknowledge the preceptor’s concerns and share the written Remediation Plan.
5. The Course Faculty, CRNP Program Director, and Chair of the Advanced Practice Programs will receive a copy of the Academic Warning. A copy of the written plan will be placed in the student’s record.
6. If the conditions of the Academic Warning are not met by the student by the last clinical day, the student’s clinical performance will be unsatisfactory on the final evaluation and the student will receive a failing grade.
7. At any time if a student’s clinical performance in a clinical course indicates a total inability to perform at a safe and/or professional level of practice as evaluated by the Clinical Faculty and Clinical Preceptor, in consultation with the Course Faculty and CRNP Director, the student will be assigned a failing grade regardless of the point in time such a decision is made. In such case, the student will be ineligible to continue in the course.

Pre-requisites to CRNP Management Courses

All Clinical, Site-Specific and Health requirements must be completed by the designated date

found on the Clinical Coordinator's website. Dates will be noted 2-3 semesters in advance and updated each term. **If these pre-requisites are not met the student will be required to withdraw from the course.**

Definition of Terms:

Academic Warning: Notification to a student by Clinical Faculty that a CRNP student's clinical performance is not satisfactory as evaluated by the Clinical Preceptor and/or Clinical Faculty. The academic warning includes a Remediation Plan for the student to work towards successful completion of the course/clinical requirements.

Course Faculty: The faculty assigned to teach the didactic course requirements, monitor clinical placements and requirements as well as student progress. Assigns course grades.

Clinical Faculty: The faculty assigned to students in a clinical course. Will work in tandem under the direction of the course faculty.

Clinical Preceptor: An APRN, board certified physician (MD or DO), who provides clinical preceptorship to an NP student at an approved clinical site.

CRNP Program Director: The coordinator of the MSN CRNP academic programs at DU. Serves as an advisor to whom all questions about program requirements, course requirements, and certification should be directed.

Chair of Advanced Practice Programs: Provides oversight for all advanced practice programs and the associated tracks.

Graduate Academic Advisor: The Graduate Academic Advisor assists in communicating with students regarding the change in their plan of study.

Remediation Plan: Outline of additional learning opportunities, activities and evaluations (Standardized Patient Clinical Evaluations) designed to support the improvement of unsatisfactory clinical skills and/or behaviors that are outlined in an Academic Warning.

Comprehensive Examination for Nurse Practitioner Students

The purpose of this comprehensive examination is to determine the student's ability to synthesize the knowledge gained through the CRNP curricula. The examination will be offered as the **final examination in the last patient management course**. The date and required passing score will be determined by the CRNP faculty and students will be notified on the first day of class. In order for a student to sit for the comprehensive examination the student must complete the following:

- Achieve a grade of 83% or higher in the course
- Complete the on-demand review course by the due date
- Upload the review course completion certificate to the Discussion Board forum by the due date.

Each exam attempt will be in a remote setting with the use of proctoring software. A student must successfully pass the examination and the course in order to be eligible for graduation, in addition to meeting the School of Nursing graduation requirements. A maximum of two exam

attempts will be scheduled by the faculty.

Requirements for Graduation

A candidate for the Master of Science in Nursing degree or a Post-Master's Certificate must have:

1. Completed all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
2. Completed the course and credit requirements for the curriculum for which they are enrolled.
3. Completed a culminating integrative paper or project (MSN Forensics, MSN Nursing Education, PMC Nursing Education and PMC Forensics only) or successfully pass the Comprehensive Examination (MSN CRNP and PMC CRNP only).

A student with an "I" grade, an "F" grade, or an "N" grade on the transcript, regardless of whether the incomplete or failed course is part of the program degree requirements, cannot graduate. The student must remove the "I" grade or retake the course or an equivalent.

Eligibility for graduation is determined by the Graduate Academic Advisor at the end of the semester preceding the semester of graduation.

Students who are eligible for graduation must file the Application for University Degree with the Registrar's Office on or before the latest date to apply for graduation as announced in the university academic calendar.



PHD PROGRAM AND POLICIES

PHD PROGRAM AND POLICIES

PhD Program for the 3- and 4-Year Plans

In concert with current trends in nursing as well as the Institute of Medicine (IOM) report and the Robert Wood Johnson Future of Nursing Scholars Program, the School of Nursing is proud to offer a 3-year and 4-year PhD program in Nursing. Students now have the option to apply to the program that fits with their goals and lifestyle. The 3 and 4-year options are identical but differ in intensity and duration. Both programs assist students in identifying, clarifying, and articulating their research topic and ideas early in the program. During the program, students are mentored as they focus on their ideas and research goals. Emphasis is placed on the health needs of vulnerable individuals and populations within the context of social justice.

The 3 and 4-year programs are offered online with residency requirements on campus in Pittsburgh, PA, and one residency as part of a study abroad experience at Duquesne's Rome and/or Dublin Campus. It is expected that students can complete the PhD in nursing in three or four years depending on the program chosen. Students applying to the 4-year program would typically complete 6 credits per semester, whereas the 3-year program students would complete 6-10 credits per semester. Students interested in applying to the 3-year program must have a commitment to prioritizing their time to complete the program unencumbered by expectations of over-demanding work/life/family.

The goal of the 3-year and 4-year PhD program in nursing is to engage students in an intensive rigorous manner that prepares them as nurse scholars to enter the workforce in a reasonable amount of time.

PhD Program for 3- and 4– Year Plans Residency Requirements

Residency 1: Doctoral Week (Summer of year 1)

Every student admitted to the PhD program is required to come to campus for the first residency, usually held during the first week of the summer semester. This week includes an orientation to the PhD program and provides an opportunity for students to meet faculty and participate in live classes for the courses in which they are enrolled that summer.

Residency 2: Study Abroad (Summer of year 2)

Students enrolled in GPNG 924 Methods of Scientific Inquiry II and GPNG 903 Measurement Issues in Nursing will take part of the courses as a Global Studies experience (approx. 10-14 days) in locations such as Dublin, Ireland.

Residency 3: Topic and Committee Approval (Year 2 for 3-yr program and Year 3 for 4-yr program)

This residency provides an opportunity for the student to meet with their faculty mentor and additional faculty at Duquesne University for discussion and writing around dissertation topic development in preparation for approval. Students attend the 3-day intensive writing workshop and will defend their topic and committee at the end of the workshop.

Final Dissertation Defense (Year 3 for 3-yr program and Year 4 for 4-yr program)

Students are required to give a final public defense of their dissertation. Students may choose to come to campus for their defense or defend their dissertation virtually using an online

platform such as Zoom.

PhD Admission Option: DNP to PhD

This PhD option permits nurses with a DNP degree to gain valuable skills that will enable them to function as independent researchers.

The admission option and program can be completed in 3 to 3.5 years and includes 39 to 42 credits. Students with this admission option take 33 course credits and 9 dissertation credits. There are three residency requirements for this admission option.

DNP to PhD Residency Requirements

Residency 1: Doctoral Week (May of year 1)

Every student admitted to the PhD program is required to come to campus for the first residency, usually held during the first week of the summer semester. This week includes an orientation to the PhD program and provides an opportunity for students to meet faculty and participate in live classes for the courses in which they are enrolled that summer.

Residency 2: Study Abroad (Summer of year 2)

Students enrolled in both GPNG 924 Methods of Scientific Inquiry II and GPNG 903 Measurement Issues, take part of the course as a Global Studies experience (10-14 days) in locations such as Dublin, Ireland where students have housing at the Duquesne University Ireland campus.

Residency 3: Topic Approval and Committee Approval (May of year 3)

This residency is scheduled during doctoral week of the second year of the program. Students attend the 3-day intensive writing workshop and will defend their topic and committee at the end of the workshop.

Final Dissertation Defense

Students are required to give a final public defense of their dissertation. Students may choose to come to campus for their defense or defend their dissertation virtually using an online platform such as Zoom.

PhD in Nursing Ethics

The School of Nursing and the McAnulty College and Graduate School of Liberal Arts Center for Health Care Ethics are offering a new interdisciplinary PhD in Nursing Ethics. This one-of-a-kind PhD program in Nursing Ethics combines doctoral courses in Nursing and Healthcare Ethics. This online program may be completed in four years, with select residency requirements, including a Global Studies (student abroad) component.

This program consists of a total of 45 credits (24 credits from the School of Nursing, 12 credits from Health Care Ethics, 3 credits of cognates and 6 dissertation credits).

Nursing Ethics Residency Requirements

Residency 1: Doctoral Week (May of year 1)

Every student admitted to the PhD program is required to come to campus for the first residency, usually held during the first week of the summer semester. This week includes an

orientation to the PhD program and provides an opportunity for students to meet faculty and participate in live classes for the courses in which they are enrolled that summer.

Residency 2: Study Abroad (Summer of year 2)

Students enrolled in both GPNG 924 Methods of Scientific Inquiry II and GPNG 903 Measurement Issues, take part of the course as a Global Studies experience (10-14 days) in locations such as Dublin, Ireland where students have housing at the Duquesne University Ireland campus.

Residency 3: Topic Approval and Writing Intensive (May of year 3)

This residency is scheduled during doctoral week of the second year of the program. Students attend the 3- day intensive writing workshop.

Dissertation Final Defense

Students are required to give a final public defense of their dissertation. Students may choose to come to campus for their defense or defend their dissertation virtually using an online platform such as Zoom.®.

Advanced Standing for PhD Program

A maximum of nine (9) PhD level credits from an accredited university and approved program may be transferred toward completion of the requirements for the Doctor of Philosophy degree in Nursing (PhD).

Official transcripts certifying graduate level courses completed at another institution prior to admission to Duquesne University should be submitted at the time of application and will be evaluated for acceptability as advanced standing credit in the PhD Program when admission decisions are made.

Transfer credit will only be accepted for courses in which a minimum grade of “B” (QPA = 3.0 on 4.0 scale) or higher or its equivalent has been received from a degree granting program. These credits cannot have been applied to a previous degree. **Generally, courses must have been completed within 5 years of admission.**

Applicants with a previous Master’s or Post-Master’s Certificate may apply for transfer of six (6) Post Master’s credits. These credits cannot have been applied to a previous Master’s degree. Acceptance of these credits as meeting cognate requirements is at the discretion of the Dissertation Committee at the time of the program study approval.

The student is responsible for initiating the request for advanced standing. For each course for which the student requests transfer credit, the student must:

- a) Complete a *Request for Advanced Standing* form as part of the PhD Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).
- b) Identify the course for which Advanced Standing is being sought.
- c) Attach a detailed course description/outline along with a copy of the transcript, which includes the grade received for the requested transfer credits.
- d) Submit these materials to the Nurse Recruiter with the application. The request will be forwarded to the course instructor for evaluation.

- e) Approval/disapproval of accepted Advanced Standing credits will be included in the admission letter to the applicant.
- f) Approved advanced standing credits will be forwarded to the Graduate Academic Advisor for inclusion in the student file and processing with the Registrar.

All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

Synchronous Classwork Within the PhD Program

When engaged in classes within the PhD program students will be asked to attend synchronous classes as designated by their faculty. Students are expected to attend these classes as scheduled and avail themselves of this opportunity for all classes.

Academic Standing and Progression

To progress toward the PhD in Nursing, students must earn a grade of "B" or better in all courses required in the program. If grades of "B" or higher are not achieved in all courses, the course(s) must be repeated.

The following regulations are applicable:

- A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next course. An overall QPA of 3.0 is required to graduate.
- Graduate students must maintain a minimum cumulative quality point average (QPA) of 3.0. Any graduate student who's cumulative QPA falls below 3.0 will be placed on academic probation. Once a student is placed on academic probation, they have two consecutive semesters to improve their cumulative QPA to above 3.0. If this is not achieved, the student will be dismissed from the program. **A student may be placed on academic probation only once during the program of study.**
- If a student has taken previous coursework at Duquesne University at the graduate level, only coursework for the degree/program currently being pursued will be used when calculating QPA for academic standing. As a result, the student's degree/program QPA may differ from what is shown on the graduate transcript.
- Grades of "B-" or below are not acceptable. Students receiving a grade below a "B" in any course in the approved program of studies should follow the revised program plan given to them by their Academic Advisor. If any graduate student receives two grades below a "B" in the same course or in more than one course, they will be dismissed from the program.
- Graduate students with "F" grades on their transcripts will not be eligible for graduation, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must repeat the course or an equivalent course.

The School of Nursing does not round grades.

The minimum passing grade for nursing courses in the PhD program is a "B". If a student fails the clinical component of a course, they will fail the entire course; both theoretical and clinical

aspects. If a student fails the theoretical component, they will fail the entire course; both theoretical and clinical aspects. Students are expected to attend all classes, clinical experiences, and clinical residencies. The specific attendance policy may vary with courses. In the case of a failed clinical course, the entire course must be repeated including the clinical hours required for the course.

Period of Candidacy for the Doctor of Philosophy

A student is required to satisfy the Doctor of Philosophy in Nursing (PhD) degree requirements within eight (8) calendar years from the semester in which the student completes the first course for the degree. A student is required to complete all PhD Program course work, including core courses, electives, cognates, and practica, within five (5) calendar years from the semester in which the student completes the first course for the degree. Under unusual circumstances, the student may apply for an extension of the statute of limitations. Extensions of up to one (1) year (maximum total program – 9 years) may be granted under these circumstances. A student is required to be continuously registered for credit each semester from admission through graduation.

1. Application for extension must:
 - a. State the reason for the delay;
 - b. Provide evidence of continuing progress toward completion of the degree; and
 - c. Include a plan and a proposed date for completion of the degree.
2. This document must be submitted to the dissertation committee Chair who writes a letter supporting the student's request. These materials are then submitted to the Academic Standing Committee for decision. The student will be notified in writing regarding the decision.

Students should be aware that not all courses run every semester. If a student deviates from their program plan for whatever reason, they will not be able to return until the next course(s) in their progression is offered.

Major Steps in Progression through the PhD Program

All documents submitted as part of the progression through the PhD program are required to be submitted through Doc U Sign. Instructions on how to complete these forms can be found in the Canvas Graduate Advisement Site. Contact your Graduate Academic Advisor if you need additional information about this process.

Dissertation Topic and Committee Approval (Form #1)

The purpose of the Dissertation Topic and Committee Approval process is to communicate the focus of the dissertation plan and identify a committee that has the qualifications to guide the student through the dissertation process. This includes a brief discussion of how the topic fits into the existing research, including the background of the problem, proposed theoretical framework (if appropriate), and broad description of the methodology. When the student has completed the coursework and clarified their research topic, they should confer with their faculty mentor about selecting an appropriate Chair and committee members to supervise the work on the dissertation. The dissertation committee is normally comprised of:

- The Chair

- One internal additional School of Nursing PhD Program faculty member, and
- One external member who has earned a terminal research degree in any field related to the topic.
- Additional members who meet the criteria may be added as voting members.
- An additional, nonvoting member, who may or may not meet these criteria, may be appointed to the committee (i.e., a statistician without a PhD may be appointed as a nonvoting member).

By mutual agreement, the student's faculty mentor may or may not be asked by the student to serve as the Chair or as a member of the dissertation committee. The process for approval of the dissertation topic and committee must be completed before registering for dissertation credits.

Please see the link for the list of PhD faculty from the School of Nursing who may serve as internal members of your committee: <https://www.duq.edu/academics/colleges-and-schools/nursing/graduate-programs/phd-in-nursing/index.php> (scroll to the middle of the page) (Newer faculty may serve as internal members of dissertation committees. Please be sure to discuss options with your faculty mentor).

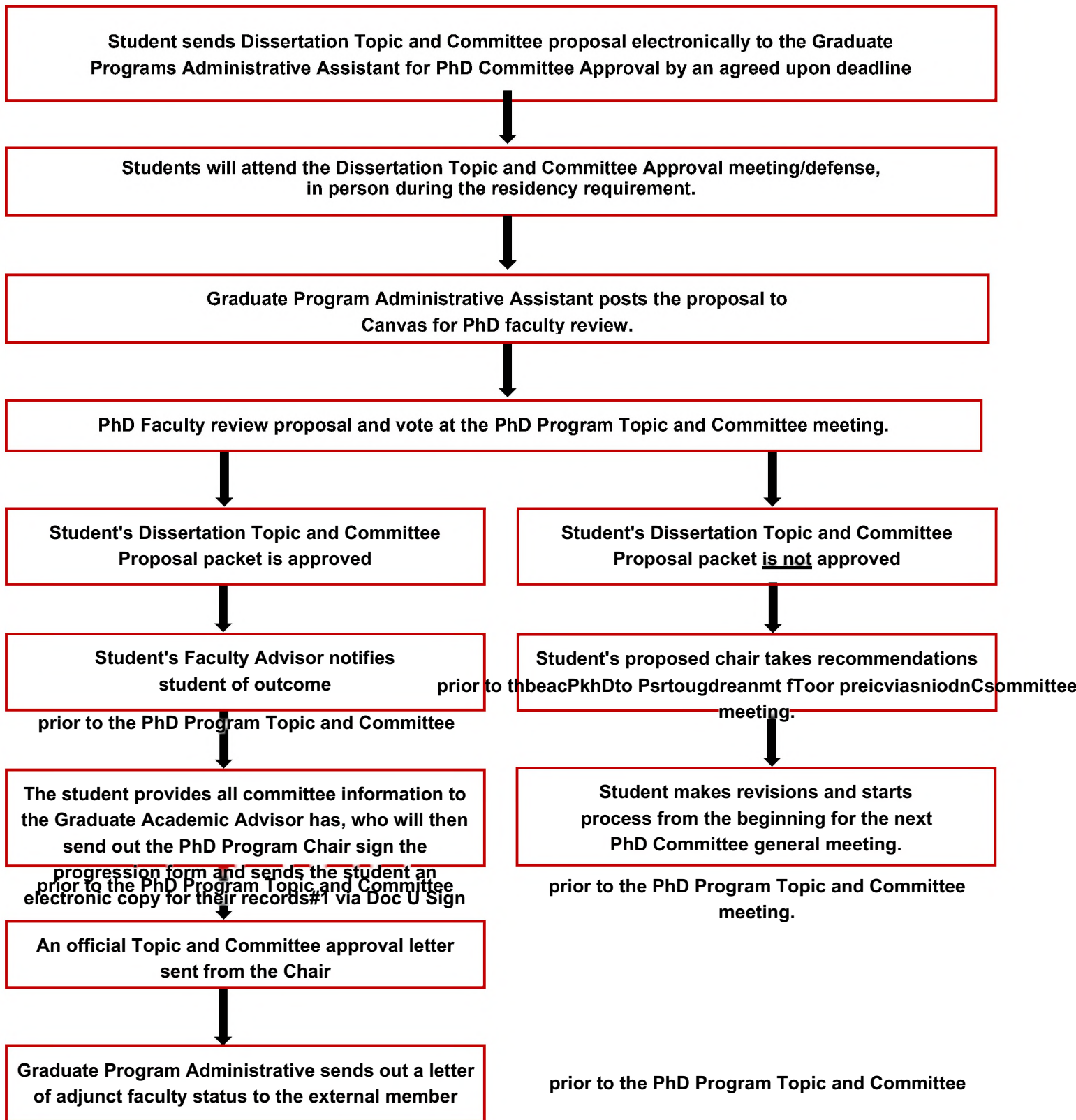
The student and potential Chair must meet and mutually agree (consent) to working together. The proposed Chair and student then confer regarding the selection of committee members and the student contacts each potential committee member to request their agreement to serve. The curriculum vitae (CV) of the external committee members must be submitted to the proposed Chair and then to the Review Committee.

When the proposed committee is assembled, the student should prepare an abstract/summary of 750 words or less for the PhD Review Committee including the following content and using the following headings:

1. A brief abstract/summary including:
 - a. Brief background and significance of the problem, including the gap in knowledge the research will fill
 - b. The purpose of the study
 - c. Theoretical framework if identified
 - d. The proposed research question(s)
 - e. The design
 - f. Significance to nursing
2. Outside of the 750 words: A rationale for the selection of each committee member (approximately one paragraph)
3. CV of external member(s).

The proposal should be reviewed by the proposed dissertation committee for their tentative approval. The student will follow the process for PhD Program Topic and Committee Approval outlined below.

Dissertation Topic and Committee approval (Form #1)



The Dissertation Defense Proposal (Form #2)

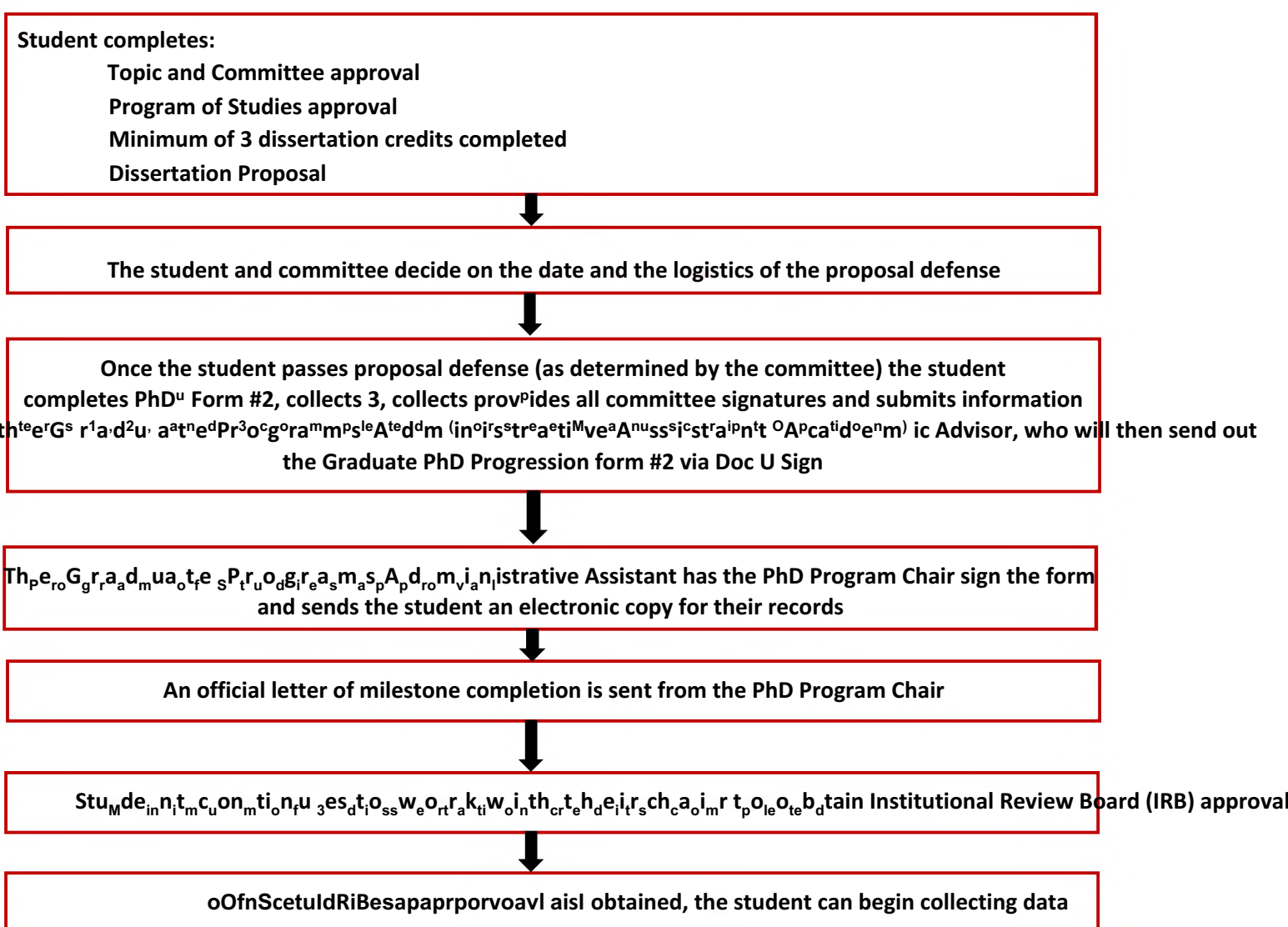
The student presents and defends the dissertation proposal to the dissertation committee only after each member has provided feedback and changes have been made by the student. The Chair of the committee makes the final decision as to whether the proposal is ready for the defense. It is expected that the student will prepare the proposal with the first six (6) credits of dissertation credit. If the proposal defense is successful, the student is admitted to candidacy for the PhD degree.

Students are advised, and need to plan accordingly. Students should expect each review of drafts to take a minimum of one month and possibly longer.

Data collection for dissertation may begin no earlier than admission to candidacy and receipt of approval by the IRB for human or animal subjects.

The student sets a proposal defense date within four (4) weeks following final approval of the proposal draft by the dissertation committee.

The student will follow the process for the Dissertation Defense Proposal as outlined below.



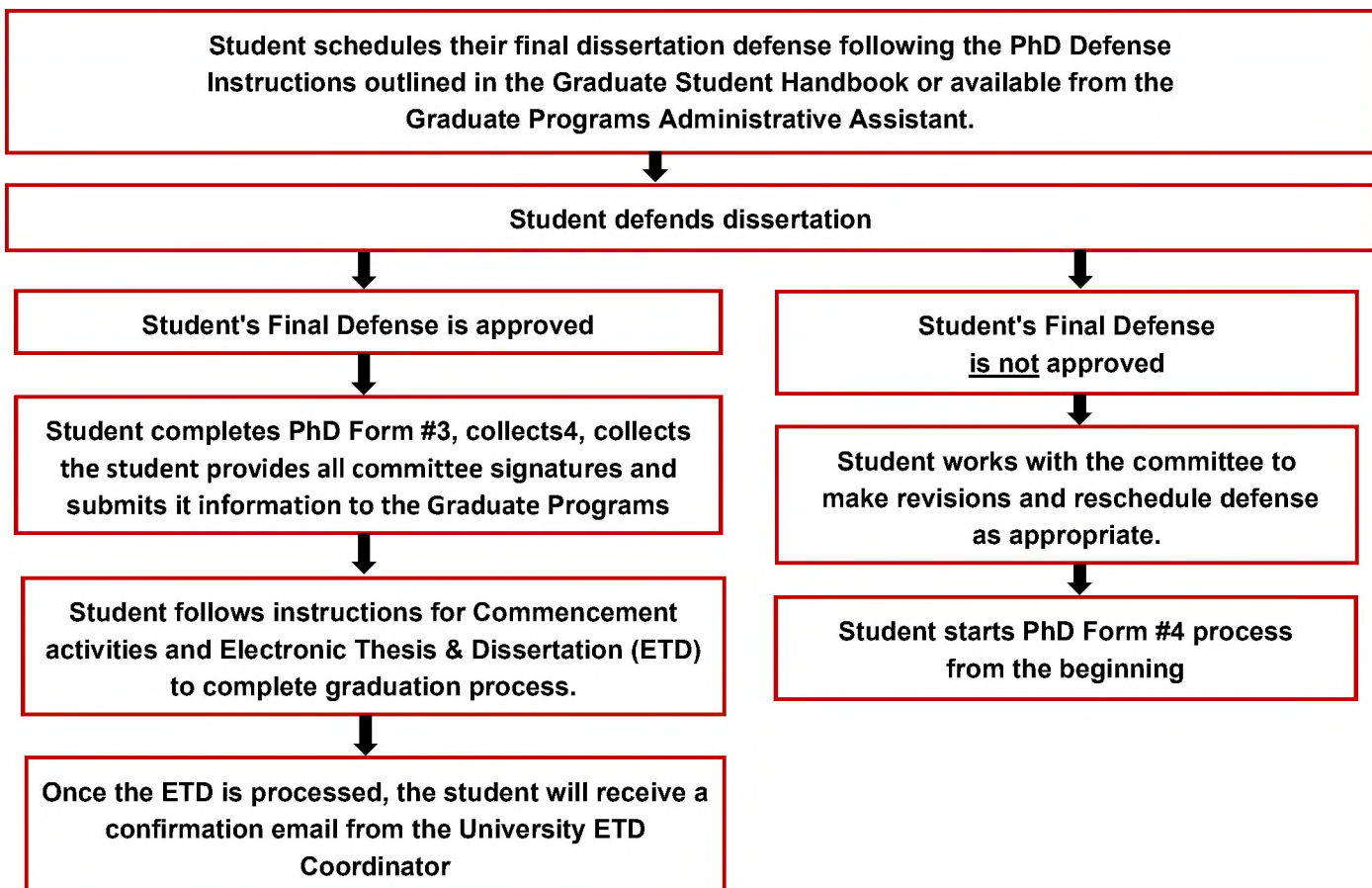
Final Dissertation Defense (Form #3)

The final defense is the oral defense of the completed dissertation. It involves a public defense before the dissertation committee and the University community followed by a private defense before the dissertation committee. You may be directed to make changes to the written dissertation document after the defense. Dissertation defense deadlines will be posted on the Graduate Student Advisement Site each academic year. To be assured that you will graduate on a given date, you must be prepared to defend by the deadline for that particular semester. Each student and their dissertation chair will determine appropriateness of graduation dates. As a general guideline, you should be ready to defend at the beginning of the semester in which you plan to defend. To do it correctly, it takes an entire semester.

You should plan a presentation of no more than 20-25 minutes. Following your presentation, your committee members and others in attendance will ask questions; your answers to those questions constitute your defense of the decisions you made, the methods you used, and your interpretations of the data. This is a scholarly exchange and should not be perceived as criticism, but you are expected to be able to answer questions about your research and to defend your work.

Your dissertation committee members sign the Approval of Final Defense of Dissertation form #3 at the time of the final defense or after any required changes have been made, at their discretion. The title of the dissertation on Form #3 must exactly match the title entered into the Electronic Thesis and Dissertation (ETD) document, which is a required submission prior to graduation. The student will follow the PhD Final Dissertation Defense Process (below).

The student (with permission from their committee) can schedule their final dissertation defense in their last semester. Students must have already applied for graduation for that semester with the Graduate Academic Advisor.



Registration for Dissertation Credits

Students may register for dissertation credits following successful completion of all required core coursework. All “I” (Incomplete) grades must be removed prior to registering for dissertation credits. Once dissertation credits are begun, students must register every semester in which faculty or university resources are used. If a student does not register for dissertation credits, they must request a leave of absence.

The minimum number of dissertation credits needed to graduate is 12 (9 credits for DNP to PhD students).

In consultation with the dissertation committee Chair, the student may register for 1 to 6 credits of dissertation each semester following successful completion of Dissertation Seminars, Topic and Committee Approval, and Proposal Defense. The remaining dissertation credits are dependent upon the program plan and the amount of work the student plans to complete. Students will develop a learning contract in collaboration with their dissertation Committee Chair to outline the objectives and outcomes for the semester. Grades will be based on achievement of established outcomes.

Dissertation work “in progress” is reported with an “IP” on the grade reports until dissertation is successfully defended. Upon successful defense of the dissertation, all “IP” grades are converted to “P” Pass grades. Final dissertation is graded on a Pass (P) – No-Pass (NP) basis. If a student receives an “N” grade (No Pass) in Dissertation credits, the student’s status will automatically be reviewed at the end of the semester by the PhD Program Chair, who will determine if the student is permitted to progress. Those dissertation credits in which a student earns an “N” No Pass grade will not count toward dissertation credit totals and must be repeated. “N” No Pass grades are considered unacceptable. If a student receives two “N” Not Pass grades, they will be dismissed from the program.

Continuous Registration

Continuous registration allows doctoral students to continue dissertation progress following the completion of the minimum 12 credit dissertation requirement (9 credits for DNP to PhD students). Students on continuous registration will have access to university resources and faculty advisement.

In order to qualify for continuous registration, a doctoral student must have completed all required courses and have earned (or have previously registered for) all minimum required dissertation credits. Following the completion of the required 12 dissertation credits (9 credits for DNP to PhD students), students will register for continuous registration until completion of the dissertation. Continuous registration is required after 12 credits for PhD candidates and after 9 credits for DNP to PhD candidates.

A student can register for Continuous Registration FT (Full-time) up to the point of graduation. Full time status in the School of Nursing is recognized as 6 or more credits in a given semester.

Students registered for continuous registration may not be registered for anything other than an assistantship through the School of Nursing if awarded.

A flat fee per term (fall, spring, and summer) will be charged for continuous registration for all graduate students.

1. The student must have permission from their Dissertation Committee Chair to register for Continuous Registration. Once approved by the Dissertation Committee Chair, the student must notify the Graduate Academic Advisor in writing and designate that they will be registering for Continuous Registration. The Graduate Academic Advisor will process the registration. The process cannot be completed through Self Service Banner and the process must be completed each semester.
2. Continuous Registration is graded In Progress "IP"/No Pass "N".
3. Students will develop a learning contract in collaboration with their Dissertation Committee Chair to outline the outcomes of the semester. Grades will be based on the achievement of the established outcomes.
4. If a student successfully achieves the objectives and remains "In Progress", the grade is reported as "IP" until the dissertation is successfully defended. Upon successful final defense of the dissertation, all "IP" grades are converted to Pass "P" grades. Final dissertation is graded on a Pass (P)/No Pass (N) basis.
5. If a student who has completed 12 dissertation credits earns an "N" (No Pass) in Continuous Registration, the student must take an Independent Study with the Dissertation Committee Chair to complete the work. The number of credits is determined by the Dissertation Committee Chair.
6. The student will not be permitted to return to Continuous Registration until the Independent Study is completed and the Dissertation Committee Chair grants permission.

Institutional Review Board (IRB) Approval

If human or animal subjects are used in the dissertation research, you must receive IRB approval from Duquesne University as well as from any institution in which you plan to collect data that has an IRB. You may not collect data before receiving IRB approval.

For information about protection of the rights of human participants in research studies, go to the Duquesne University web site <https://www.axiommentor.com/login/axlogin.cfm?i=duq>. You will find information from the NIH as well as information about Duquesne's IRB. The meeting schedule is available directly below the list of Duquesne IRB members. Currently, the IRB meets every month. Any changes to those dates will be posted on the web page.

As of January 1, 2011, all Key Research Personnel (PI, co-investigators, etc.) engaged in human subject's research must complete the online Collaborative Institutional Training Initiative (CITI) Training Program prior to IRB approval of a new or continuing review application. The prior NIH training certification will not be accepted after December 31, 2010. However, the prior training will continue to be valid for any previously submitted applications. The CITI site can be accessed at <https://www.citiprogram.org/Default.asp>

Guidelines for Application to Duquesne University Institutional Review Board (IRB) Submission

The following are guidelines for Duquesne University PhD nursing students to consider when preparing to apply for IRB approval at Duquesne University.

- Begin the process early.
- Students begin the IRB application process once they have successfully defended their proposal. Please go to the following website <https://www.duq.edu/research/research-conduct.php> for additional information.

All faculty and student investigators conducting research on human subjects at Duquesne University are required to submit their IRB applications via Mentor IRB. This IRB software tracking system will enable the IRB to better serve the Duquesne research community. It is completely online and will allow the IRB to manage the review process from investigator submission to continuing reviews or termination of study. Mentor IRB has been tailored to fit the needs of faculty and student researchers at Duquesne University. All new IRB forms as well as the Mentor IRB User Guidelines and link to Mentor IRB can be accessed via the <https://www.duq.edu/research/research-conduct.php>.

All faculty and student researchers will need to use the new IRB forms and review the Mentor IRB User

- **Guidelines prior to submitting a new IRB application or an amendment to a previously approved IRB application.** In addition, please note that Mentor IRB will automatically generate an email notifying the faculty researcher or student researcher and advisor one month prior to the date due for annual/continual review or termination of the study upon completion. Please see the Mentor IRB User Guidelines for specific instructions on how to do this.
- The application packet should be submitted to the dissertation chair first. Your dissertation committee Chair is the initial reviewer of your application prior to

submission. It is important that you understand the requirements in order to prepare the application properly and to save time.

- Once approved by the dissertation chair, students submit their application packet in the manner listed above. Upon submission to the IRB office at Duquesne, an exempt or expedited application is normally processed within 2 to 3 weeks. Once approved, the researcher receives an IRB letter of approval via Mentor. All pertinent IRB documents, such as consent forms and recruitment fliers, will be stamped with Duquesne University IRB approval. Upon receipt of approval, the researcher may then begin to conduct the research project. It is rare for the IRB office to have any requested changes of the application if the process at the school IRB representative level is completed properly. However, the application will be returned to the student if additional information is needed. If the application is for full board review, the process may take 4 to 6 weeks depending upon the meeting schedule of the full IRB. The full board must convene to discuss and approve or deny the proposal. Full board review scheduled meetings for the school year are listed on [Mentor website](#). It is important that you look at this schedule when planning to submit a full board proposal.
- Once a student receives IRB approval, a yearly report must be sent to the IRB (form is on the IRB website) and a final report is sent to the IRB once the research is completed and the dissertation is defended.

Writing Process for the Dissertation: Proposal and Manuscripts

Manuscripts

The culminating project for the PhD program is the dissertation. The goal is to contribute to the science of nursing through original research. The ultimate outcome is contribution through the dissemination of findings. A publication option allows students who would like to submit papers for publication to construct the dissertation document in a manner that facilitates such submission.

The process allows the experience of writing a paper that provides several aspects of one specific phenomenon. The student has the support of the dissertation committee in learning the skills required to publish. The student is more likely to be supported and guided until the manuscripts are accepted, thus increasing the chance of publication. Publication gives the student a head-start in demonstrating productivity, participation, and visibility as an academic colleague. Publication will increase eligibility for investigator awards that require publication.

Manuscript format of the dissertation can consist of a collection of papers that have a cohesive character allowing report of a single program of research. The following is a list of general guidelines that are by no means comprehensive, but rather provide a broad overview.

Ultimately, the exact requirement is determined by the dissertation committee.

The student and committee will discuss and decide authorship. It is recommended that this conversation happen early and continuously throughout the dissertation process. Each member will assist in their specific area of expertise when coauthoring. It is expected that the authors/committee in coauthored manuscripts take full responsibility to work together on the substance of the article. Manuscripts that are coauthored must have the student listed as the

first author.

Manuscripts may be written and formatted for a particular journal. References for each manuscript are provided with the manuscript and at the end of the document. Manuscripts will be included in a draft, ready-for-publication form or in the final journal form (for manuscripts that have been published and do not describe the final results of the dissertation study). If a manuscript has already been published, the student is responsible for obtaining written permission from the copyright owner/publisher to include the published manuscript in the dissertation document and includes that permission as an appendix in the dissertation. At proposal defense, students will need to make clear to the committee any manuscripts submitted for publication, accepted for publication, or published.

Final Dissertation Document: Dissertation Proposal with 2 Publishable Manuscripts

The final dissertation document consists of the Dissertation Proposal with 2 Publishable Manuscripts, replacing the traditional dissertation with chapters. The first publishable manuscript typically emanates from the integrative review of the literature. The second publishable manuscript is required for the presentation of the dissertation findings and discussion. Manuscripts must be ready for submission at the time of defense, but do not have to be published prior to graduation. The student plans the dissertation with the Dissertation Chair and Committee members.

Dissertation Proposal

The proposal is written in the style of an NIH grant and requires scientific rigor, critical analysis and synthesis of the literature, logical development of arguments, and justification for research methods.

The dissertation proposal addresses the following areas: Specific Aims, Significance, Innovation, and Approach. Items A through D (discussed below) may not exceed 30 double-spaced pages, including all tables and figures, which are embedded in the body of the proposal*. The contents of the dissertation proposal are described as follows:

A. Specific Aims (~ 2 pages)

- I. Introduces the reader to the problem of interest and sets the context for the proposed study.
- II. Long-term objectives of the student's program of research are stated.
- III. Specific aims of the dissertation as well as hypotheses or research questions are stated.

B. Significance (~ 6 pages)

- I. Provides a critical evaluation and synthesis of the literature.
- II. Gaps in knowledge that the dissertation will address are clearly and concisely articulated.
- III. Articulates theoretical framework guiding the research, as applicable.
- IV. Describes importance of the research to health and nursing.

C. Innovation (~ 2 pages)

- I. Highlights 3 specific ways the dissertation is innovative.
- II. Explains how the project challenges current research or clinical practice paradigms.

III. Describes any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions.

D. Approach (majority of the pages in the proposal will be devoted to this section, ~14 pages)

I. Presents preliminary work done by the student that is directly related to the proposal, e.g., pre-testing of instruments, pilot studies, and/or field work or mini study, as appropriate.

II. Specifies details for the conduct of the dissertation research.

III. Includes the following elements: a) *research design*; b) *setting and sample, including recruitment and consent procedures, if applicable* c) *sample size and power analysis, if applicable*; e) *measures*; f) *intervention, if applicable*; g) *procedures for data collection*; h) *analytic plan*; i) *study limitations*; j) *potential problems with the proposed procedures and potential strategies to address*.

The following sections are not included in the page limit.

Literature Cited

All references cited in the proposal are listed in the reference section according to current APA format. Students must use a reference software manager so that manuscripts that are subsequently submitted for publication may be easily reformatted to the selected journal.

Appendices

Appendix A: Protection of research participants including the Institutional Board approvals that will be sought, potential risks to research participants, and procedures proposed to reduce the risks, as applicable.

Appendix B: Timeline for the project from proposal defense through dissemination of the results.

Other Appendices (optional). These may include interview guides, measurement tools, or draft Consent forms at the discretion of the chair. *

*Please note key tables or figures must be embedded in the proposal body (an allowable exception to APA formatting) and are not to be included as appendices.

Review Timelines for Proposal and Manuscripts

Typically, review and comments to students by the chair and committee members should be completed and returned within one month after receipt of each document (Integrative review manuscript, dissertation proposal, findings manuscript) in order to optimize the student's planning and progress.

Electronic Thesis and Dissertation

All graduate students of Duquesne University are required to prepare and submit their thesis or dissertation as an electronic document. Similar to the traditional, print and bound copy, electronic theses and dissertations (ETDs) are created using a standard word processor document format (PDF) and submitted as an electronic version to a web page on the library's server where it is stored. It is expected that you will review and follow the information published in the Duquesne University, ETD Preparation and Submission: Guidelines for Graduate Students. This information is a comprehensive guide to assist you in the preparation,

submission, and publishing of your ETD. This guidelines for the various steps to prepare the ETD can be found at: <https://guides.library.duq.edu/etd>. The document detailing the requirements of the ETD template completion can be found at: https://guides.library.duq.edu/ld.php?content_id=49681675. Please note the description in Appendix 2 for including the manuscripts.

Program Policies for PhD in Nursing Ethics

Topic Approval for PhD in Nursing Ethics

This is not your dissertation proposal but rather articulation of your ideas and thoughts in preparation for writing your comprehensive exam and dissertation proposal the next year.

The abstract will consist of the following:

- a. Brief background and significance of the problem, including the gap in knowledge the research will fill
- b. The purpose of the study
- c. Theoretical framework if identified (moral theories or principles that you will use to support your argument)
- d. The proposed research question(s)
- e. The design (brief overview of the arguments)
- f. Significance to nursing ethics

Please note that this doesn't imply 6 separate sections--they're just aspects that should be included overall, and there's obviously some overlap, so use it as a guide and checklist rather than a specific template for the document.

Starting in the Spring semester you should begin writing the first draft of your topic to be shared and reviewed by your faculty mentor in the Nursing Ethics PhD track. When you consider your dissertation committee later in the program you have the following options:

Option 1:

- Chair from The Center for Global Health Ethics
- Internal member – School of Nursing (Nurse)
- External Member

Option 2:

- Chair – Dr. Eric Vogelstein
- Internal member from the Center for Global Health Ethics
- Internal Member from School of Nursing (Nurse)
- External Member

Registration in Advance of Submitting Letter of Intent

Students must register for one credit for the term in which comprehensive examinations are planned.

Purpose of Written Comprehensive Examinations

In the written comprehensive examination, the candidate must display mastery of a body of relevant information (related especially to cases and topics in the field) by deploying skills of

critical reasoning. The exams focus on the three critical elements of scholarship: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. In the process the candidate will demonstrate understanding of relevant concepts, ideals, theories, models, cases, materials, author's positions, doctrines, policies, etc. The main focus of these exams is to ascertain whether the candidate is capable of undertaking the independent and original research and writing to complete the PhD dissertation.

To prepare for the written Comprehensive Exam students should prepare two research essay topics (see items below).

Written Comprehensive Examination

Critical Essay

Students must apply for comprehensive examination one month after the completion of coursework by submitting a formal letter (email) and essay titles to the Director of the Center for Global Health Ethics (CGHE) for approval. All required coursework needs to be completed including removal of incompletes or "I" grades from transcripts before the letter may be sent. Typically, this will be in the fall semester of the student's third year at Duquesne University.

The essays may be distinct components of the student's anticipated PhD dissertation. These essay titles must **not** duplicate essays written during course work. Also, the student will submit a list of all course essays written for Healthcare Ethics (HCE) courses. The student will then be given 2 months to research the 2 essay titles prior to the scheduled exam.

At the assigned time the student will be given one of the 2 titles to write a 30-page research essay (plus bibliography). The student will follow the APA style for notes and bibliography. The essay will be written at home over a period of one week (Monday 9am until Friday 5pm) using whatever resources the student prefers. The essay title will be provided to the student by 9am on the Monday of the assigned week and the student will submit the essay electronically to the Center Director by 5pm on the Friday of the assigned week.

The purpose of this essay is to demonstrate the skills needed to write a doctoral dissertation. Hence, the essay must be of very high quality given the time to prepare and write the text.

There will be three full-time CGHE faculty examiners. Faculty evaluating the exam will focus on three items cumulatively: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. Faculty members will evaluate the essay based on categories of pass with distinction, pass, fail. Faculty evaluation will be undertaken within one week of completing the exam.

Retaking the Written Examination

Should a doctoral student fail the written examination, the written exam may be taken for a second time within a period of two months with the assumption that two new topics have been approved.

Record of Passing Comprehensive Exams

CHGE sends a memo to the Dean of the McNulty Graduate School and the Chair of Advanced Role and PhD Programs in the School of Nursing to enter into the student's record that Comprehensive Exams have been passed. CHGE sends a letter to the student confirming that the Comprehensive Exams have been passed. This record in the school initiates the time that a

student has to complete the Doctoral Proposal (2 years) and then to complete the Doctoral Dissertation (2 years).

Comprehensive examinations

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Dissertation

Purpose of PhD Dissertation

The PhD degree is a research degree that trains students in a systematic and critical manner to be scholars in the field. Hence, the PhD dissertation focuses upon appropriate research and writing competencies to be successful scholars in the field. The PhD dissertation is between minimum 250 pages and maximum 300 pages of research analysis (double-spaced) plus notes and bibliography, unless an exception is permitted by the Center Director.

The PhD dissertation must focus on the three components for essay writing that the HCE courses emphasize: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument.

Term Eligibility for Dissertation Credits

Students enrolled in the PhD in Nursing Ethics track are permitted to take dissertation credits during the Fall and Spring semesters only. Students should refer to their program plan to ensure proper progression through the program. Students should consult with their dissertation chair if they have any questions related to this policy.

Committee Director and Readers

Students are recommended to start reflecting on possible dissertation topics and consider options for their dissertation committee early on in the program. They are advised to discuss their ideas with their faculty mentors. In the course of the spring semester of the student's first year at Duquesne University, the director of the Center for Healthcare Ethics will schedule an appointment with each student to discuss their dissertation plans and advise them on the future direction. After comprehensive exams, the student chooses a dissertation director and dissertation committee members in dialogue with all concerned faculty (i.e., the prospective dissertation director, the CGHE director and Chair of Advanced Role and PhD Programs in the School of Nursing) and with the agreement of the relevant faculty. It is essential that the committee is formed prior to the Dissertation Topic and Committee Approval Process. In CGHE this approval process is referred to as the Proposal Defense that occurs after comprehensive exams.

The student and potential chair must meet and mutually agree (consent) to working together. The proposed Chair and student then confer regarding the selection of committee members and contact each potential committee member to request their agreement to serve. The curriculum vitae (CV) of the external committee member must be submitted to the Chair and then to the CGHE director and Chair of Advanced Role and PhD Programs in the School of Nursing.

As a rule, the dissertation committee will consist of three to four members:

- Dissertation chair: CGHE faculty or SON ethics faculty. Ethics faculty are PhD faculty members at the School of Nursing who teach ethics and have extensive experience in normative ethics research
- Internal SON faculty member with a nursing degree
- External member, not affiliated to Duquesne University. The external member is a content expert and holds a PhD in a relevant discipline
- If the dissertation chair is not a CGHE faculty member, a CGHE faculty member is added to the committee as a fourth member

Doctoral Proposal

Developing the Proposal

The student and Committee Director meet to plan the development of the Doctoral Proposal. As the focus of the doctoral dissertation becomes clear, Committee Readers are discussed and selected, as described above. This initial process of developing the Proposal typically requires several months. Guidelines for the proposal are available on the CGHE website.

Proposal Review

After the Committee Director is satisfied with the Doctoral Proposal, the Proposal is submitted to the Readers for their individual review and critique. Typically, this process involves two rounds of comments: the first round is to review the Proposal for the first time; the second round is to review how the student has addressed the Readers' suggestions. After these two rounds of review there is a formal Proposal Review Meeting.

Proposal Review Meeting

Once the Doctoral Committee is satisfied with the student's proposal, the Center Director shall coordinate a formal Review Meeting with the Committee. The purpose of this formal review is to provide the student with the opportunity to present the Doctoral Proposal in a formal forum for critical discourse. As a result, the Proposal may be approved outright; or the student may be invited to add minor changes, such as can be listed in an internal addendum for the Committee's subsequent attention during the writing phase; or the student may be required to substantively amend the Proposal before it is submitted to the Dean of the McAnulty Graduate School for approval. If a substantive amendment is required, there will be a subsequent Proposal Review Meeting after the Doctoral Committee is satisfied with the revised Proposal. The student will attend the Proposal Review Meeting either in person, through phone, or through video-conferencing.

Organization of the Proposal

The Proposal shall be organized in a standard manner consistent with university policies, as follows. Samples for the Title Page and Signature Approval Page can be provided by the SON Chair of Advanced Role and PhD Programs.

- Title Page (the dissertation title should indicate a thesis).
- Signature Approval Page.
- Table of Contents.
- State of the Question (explaining relevance of proposed dissertation).
- Thesis Statement with Objectives (identifying the argument and its justification).
- Review of the Literature (to demonstrate originality of the Proposal).
- Dissertation Review (specific guidelines for this section are available on the CGHE website).
- Summary of Proposed Analysis (each chapter relating the argument with major literature being engaged).
- Outline of Dissertation.
- Bibliography (only works cited in the analysis).

Review of Doctoral Chapters

Committee Director's Review

Once the committee approves the proposal following the overview meeting, the student shall submit doctoral chapters to the Committee Director for critique and approval.

Three major categories are involved in assessing the quality of the student's work: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. The dissertation will focus on normative ethical argument development, but may include up to 100 pages of original empirical research, provided it is integrated in a meaningful and methodologically sound manner into the normative argument.

Readers' Review

When the Committee Director is satisfied with the student's work, the Committee Director or student shall send the entire approved text (the dissertation) to the Committee Readers for review and comment. However, at the discretion of the Committee Director, a specific chapter may be submitted to the Reader(s) as specific expertise may be needed.

Ordinarily, the review of the entire dissertation involves two rounds of comments: the first round is to review the Dissertation for the first time; the second round is to review how the student has addressed the Readers' suggestions. However, the student should typically not advance to the "Doctoral Defense" until the Doctoral Committee is generally satisfied with the quality of the student's work.

Review Timelines

Typically, review and comments to students should be completed and returned within one month after receipt of each chapter in order to optimize the student's planning and progress. However, when the entire dissertation or project is submitted to Readers for their review, ordinarily a time-span of three months should be provided for Dissertation review.

Doctoral Defense

Students whose dissertation has satisfied the Doctoral Committee shall proceed to the oral doctoral defense. The Committee Director shall notify the Center Director who shall arrange a day and time for the respective oral defense. The Doctoral Director will chair the defense meeting. The student shall present a verbal summary of the dissertation (30 minutes) and the Doctoral Committee shall each have 15 minutes to engage discourse on the presentation and submitted text. Thereafter, Committee members can pursue further discourse for up to 30 minutes.

At the end of this period, the Doctoral Director will ask the student to leave the room while the Committee discusses the student's performance in the defense. Only the Doctoral Committee can determine the official outcome. The Committee's determination includes review of both the submitted text and the defense.

Thereafter, typically immediately after the defense meeting ends, the Doctoral Director will inform the student of the outcome that can be one of the following: formal approval of the dissertation; or the requirement to resubmit the dissertation based on critiques identified at the defense. If the latter pertains, the Dissertation Director will submit to the student in writing a list of the items requiring further attention or development. Within a three-month period, a subsequent Doctoral Defense should occur. This process may be repeated until the quality of the student's work is satisfactory. Or the Doctoral Committee, in the event of unsatisfactory re-submission(s), may determine that the student does not warrant the degree. If the dissertation is approved, the dissertation director will inform the deans of the McNulty Graduate School and the School of Nursing of this outcome. The dean of the McNulty Graduate School will send a letter to the student confirming that the dissertation has been approved.

The oral doctoral defense meeting can only be organized if the student is present. The oral defense is an open meeting, accessible to anybody interested. The student may invite friends, family and colleagues to attend. The Center for Healthcare Ethics and the School of Nursing will announce the public defense on their websites. Participants in the meeting cannot take the floor; only Committee members can ask questions. Also, the student's work will not be available for the meeting, other than to the Committee members.

Submission of Doctoral Text to the University

Students planning to graduate after a successful doctoral defense must meet the relevant deadlines for submission of text, including those of the McNulty Graduate School and the University Gumberg Library. Students are responsible for identifying these timelines and meeting them accordingly. It is mandatory that the PhD Dissertation is published as an ETD in order to graduate. See: <http://guides.library.duq.edu/etd>

Statute of Limitations

The Proposal must be approved within 2 years of passing Comprehensive Exams. In total, the doctoral proposal and dissertation must be completed within 4 years after successfully completing the Comprehensive Exam. Doctoral time extensions are granted only under exceptional circumstances with approval of the dean of the McNulty Graduate School based on the recommendation of the dissertation chair, the CGHE director and Chair of Advanced Role and PhD Programs in the School of Nursing.

Eligibility for Graduation

A candidate for the Doctor of Philosophy in Nursing must meet all University Graduation requirements and School of Nursing Graduation Requirements listed below.

School of Nursing Requirements:

- Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
- Complete the required courses according to grading policy and complete credits for respective program track.
- Complete and successfully defend a dissertation. The format of the dissertation (traditional or manuscript option) will be agreed upon by the student and their Dissertation Committee Chair.
- Submit Electronic Thesis & Dissertation (ETD) requirements by deadline posted in Academic Calendar. If a student completes all requirements by the end of the term, but does not meet the ETD deadline, the student does not need to go into continuous registration for the term of graduation. If the student has started ETD, but has not completed by the end of the semester they will need to register for continuous registration for the term of graduation while they complete their ETD and incur tuition associated.

Eligibility for graduation is determined by the Graduate Academic Advisor at the end of the semester preceding the semester of graduation. Students who are eligible for graduation must file the *Application for University Degree* with the Registrar's Office on or before the latest date to apply for graduation as announced in the university academic calendar.



DNP PROGRAMS AND POLICIES

DNP PROGRAM AND POLICIES

Duquesne University offers four online Doctor of Nursing Practice tracks: Clinical Leadership, Executive Nurse Leadership and Healthcare Management, Nurse Educator, and Nurse Anesthesia. The main purpose of the DNP Program is to prepare graduates to utilize evidence-based practices in patient care, leadership, and healthcare policy. Graduates will have the skills to elevate patient care across a variety of health care and academic settings, and will play a role in redefining the delivery of quality patient care and the future of the nursing profession by leading and effectively managing interdisciplinary teams that are focused on redesigning systems. These DNP degrees provide opportunities for students to advance their practice in clinical, administrative, and educational roles to shape the future of nursing practice and ensure that patients receive compassionate care to meet the evolving needs in healthcare and academia.

DNP Clinical Leadership

The Clinical Leadership DNP track will help students learn how to effectively influence patient care and health policy outcomes for diverse populations through evidence-based practice (EBP). The curriculum builds on the traditional master's programs by providing education in EBP, quality improvement, and systems leadership that will support transformation of healthcare systems. After being accepted for admission to the DNP program, each student is assigned a faculty mentor who will assist the student throughout their program. Once enrolled, students have up to five years to complete the program. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

DNP Post Masters/Post Baccalaureate Nurse Executive Leadership in Health Care Management

These Executive Nurse Leadership and Healthcare Management tracks also focus on EBP, quality improvement, and systems leadership as stated in the DNP Clinical Leadership program. Additionally, and in partnership with the Palumbo-Donahue School of Business, the Executive Nurse Leadership and Health Care Management student is ready to pursue their goal of becoming a healthcare executive. They will couple their nursing experiences to gain knowledge in areas such as finance, budgeting, organizational behavior, ethical leadership, and health care ethics. This knowledge will increase their business acumen to transform health care as chief executive officers, chief nursing officers, executive directors of quality, clinical practice, or nursing directors in hospitals, ambulatory, and non-profit organizations. After being accepted for admission to the DNP program, each student is assigned a faculty mentor who will assist the student throughout their program. Once enrolled students have up to five years to complete the program. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

DNP Nurse Educator

The Nurse Educator DNP track is designed to prepare expert clinicians for advanced educational roles in academic and practice settings, with an emphasis on doctoral-level competencies in teaching, curriculum design, assessment, leadership, and the scholarship of teaching and learning. This track is designed to help fill the gap where expert clinicians translate clinical knowledge into advanced educator roles in both academic and practice settings. Graduates of the nurse educator track will be prepared to assume faculty roles across undergraduate and graduate nursing programs, as well as leadership positions in nursing professional development, staff education, and clinical education within healthcare organizations. Through applied learning experiences and a DNP scholarly project focused on an educational or practice gap, students will demonstrate competence in translating evidence into educational practice and contributing to the scholarship of nursing education.

DNP Nurse Anesthesia

The Nurse Anesthesia DNP program will help students learn how to effectively provide and influence patient care and health policy outcomes for diverse populations through evidence-based practice (EBP). Nurse anesthesia was the first recognized clinical nursing specialty, beginning in the late 1800s. Nurse anesthetists are integral in cost-effective health care measures and expand quality care into areas such as rural, low-income, and medically underserved areas without direct oversight by a physician anesthesiologist. While rural and underserved opportunities abound, the demand for CRNAs continues, especially in acute and critical access hospital settings, where patient acuity is higher and surgical procedures more complicated, compared to ambulatory surgery centers. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

DNP Curriculum

The DNP curriculum is based on the AACN Advanced-Level Nursing Essentials and [AACN Essentials for the Doctor of Nursing Practice](#) with the AONL Core Competencies for Nursing Executives also taken into consideration for certain aspects of the program. For students in the DNP Nurse Anesthesia track key components from the Council on Accreditation are embraced.

Advanced Standing

A maximum of six (6) graduate level credits from an accredited university and approved program may be transferred toward completion of the requirements for the Doctor of Nursing Practice (DNP) degree in Nursing.

Official transcripts certifying graduate level courses completed at another institution prior to admission to Duquesne University should be submitted at the time of application and should be evaluated for acceptability as advance standing credit in the DNP Program.

Transfer credit will only be accepted for courses in which a grade of “B” (QPA = 3.0 on 4.0 scale) or its equivalent has been received. **These credits cannot have been applied to a previous degree. Generally, courses taken over five years prior to admission may not be accepted.**

The student is responsible for initiating the request for advanced standing. For each course for which the student requests transfer credit, the student must:

- Complete a *Request Credit for Consideration* form as part of the MSN/PMC Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).
- A course syllabus or outline **MUST** be submitted for each course taken outside of Duquesne School of Nursing
 - Courses completed at or previously accepted by Duquesne School of Nursing are not required to submit course syllabus or outline with request
- Submission of a request for credit consideration does not guarantee approval. Each credit request will be reviewed on a case-by-case basis.
- Identify the course for which Advanced Standing is being sought.
- Submit an official transcript, which includes the grade received for the requested transfer credits, and a detailed course description/outline.
- Submit these materials, as listed above, with the application. The request will be forwarded to the appropriate Program Director for evaluation.
- Acceptance or rejection of Advanced Standing credits will be included in an email sent to the applicant.
- Approved advanced standing credits will be forwarded to the Graduate Academic Advisor.

All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

Academic Standing and Progression

To progress toward the DNP in Nursing, students must achieve a grade of "B" or better in all required courses, regardless of where they are taken within the university. If a grade of "B" or higher is **not** achieved in all courses, the course(s) must be repeated.

The following regulations are applicable:

- A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next course. An overall QPA of 3.0 is required to graduate.
- DNP students must maintain a minimum cumulative quality point average (QPA) of 3.0. Any graduate student who's cumulative QPA falls below 3.0 will be placed on academic probation. Once a student is placed on academic probation, they have two consecutive semesters to improve their cumulative QPA to above 3.0. If this is not achieved, the student will be dismissed from the program. **A student may be placed on academic probation only once during the program of study.**
- If a student has taken previous coursework at Duquesne University at the graduate level, only coursework for the degree/program currently being pursued will be used when calculating QPA for academic standing. As a result, the student's degree/program QPA may differ from what is shown on the graduate transcript.
- Grades of "B-" or below are not acceptable. Students receiving a grade below a "B" in any course in the approved program of studies should follow the revised program plan

given to them by their Academic Advisor. If any graduate student receives two grades below a “B” in the same course or in more than one course, they will be dismissed from the program. A student who is dismissed cannot transfer into another track within the MSN/PMC/DNP programs. They must apply for admission to the newly desired track.

- Graduate students with “F” grades on their transcripts will not be eligible for graduation, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must repeat the course or an equivalent course.

The School of Nursing does not round grades.

A minimum passing grade for nursing courses in the DNP programs is a “B.” If a student fails the clinical component of a course, they will fail the entire course; both theoretical and clinical aspects. If a student fails the theoretical component, they will fail the entire course; both theoretical and clinical aspects. Students are expected to attend all classes, clinical experiences, and clinical residencies. The specific attendance policy may vary with courses. In the case of a failed clinical course, the entire course must be repeated including the clinical hours required for the course.

DNP Period of Matriculation

A student is required to satisfy the DNP degree requirements within five (5) years from the semester in which the student completes the first course for the degree.

All DNP students must follow their approved program plan. If a student is unable to register for a class for a semester, an official leave of absence must be requested and approved by the Faculty Mentor and Graduate Academic Advisor in order to maintain a place in the program.

A student who does not register for the semester immediately following a leave of absence will need to re-apply to the program according to readmission requirements. There will be no guarantee that space will be available or that the curriculum will be the same.

Students should be aware that not all courses run every semester. If a student deviates from their program plan for whatever reason, they will not be able to return until the next course(s) in their progression is offered.

Campus Residency

The School of Nursing requires two campus visits for all DNP Program students. These visits are a required component of the online DNP program and have been put in place to maintain the integrity and high quality of our online DNP Program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to these required campus visits.

On-campus attendance is mandatory for:

1. Clinical, Education, and Executive Nurse Leader Required Experience: DNP Doctoral Orientation Campus Visit to include overview of the DNP Program and Duquesne University student resources, face-to-face class meetings for GPNS 970 Evidence-Based Practice- Translation of Research to Practice, and Faculty Mentor meetings.

2. Nurse Anesthesia: General program orientation to include overview of clinical and scholarship components of track prior to initial fall semester.
3. All DNP tracks Required Experience: Presentation of DNP Project poster on campus during GPNS 981 Doctor of Nursing Practice Practicum II: Evaluation in the Summer Semester. A DNP Poster Seminar will be held in collaboration with the Certified Registered Nurse Anesthetists (CRNA) DNPs also graduating in the Summer Semester.

Recommended Global Studies Experience

The School of Nursing encourages students to take advantage of the global studies experiences offered in select courses during a Summer Semester in all DNP tracks with the exception of the DNP CRNA track.

DNP Scholarly Work

DNP scholarship is focused upon the integration of organizational leadership, quality improvement processes and translation of evidence into practice directed towards improving health and care outcomes (AACN, 2015). DUSON's DNP Graduates are prepared to develop and evaluate programs, models, and processes of clinical practice that are built upon evidence, experience and innovative thinking in order to achieve improved health outcomes.

The DNP student will demonstrate their achievement of the knowledge and skills delineated in DNP Essentials through the following:

- DNP Project
- DNP Manuscript
- DNP Residency
- DNP Portfolio

Faculty Mentor

A Faculty Mentor is assigned to each student during their on-campus orientation. The Faculty Mentor assists the students in the development and completion of their DNP Project, Residency, and Portfolio utilizing the DNP Competencies Tracking Form. Additionally, the Faculty Mentor is responsible for approving the final written DNP Project manuscript and signing off on the completed DNP Portfolio.

The Faculty Mentor serves on the DNP Project Team and assists the student in selecting their DNP Project team members. The Faculty Mentor assists the students in meeting all graduation requirements.

School of Nursing Clinical Requirements

BLS/CPR

All students are required to present proof of current BLS/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

or AHA-approved courses (i.e., US military courses) for the Healthcare Provider or Professional Rescuer are acceptable. Lay person training is not acceptable. The certificate must be signed by the holder. Training is good for two years.

DNP-NA students are also required to upload ACLS and PALS. Training is good for two years.

RN License

All students are required to have a current, unencumbered registered nursing (RN) license in the state in which they are completing clinical or practicum hours. If a student is completing clinical or practicum hours in multiple states, they are required to submit proof of licensure in each state in which they are completing clinical or practicum hours to the Graduate Clinical Coordination team via DugGradNursing@duq.edu email.

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 which applies to all healthcare providers. A free HIPAA training module is posted on the Clinical Coordination Canvas page. Clinical programs that are longer than two years will require an updated HIPAA training document at the three (3) year point. Proof of workplace HIPAA training program is acceptable if the date of training is visible in the completion certificate.

Bloodborne Pathogens

All students are required to complete training in Bloodborne Pathogens. If previously completed at a current workplace, evidence of dated training must be submitted. If training has not been completed, students are to complete the online *AHA Heartsaver Bloodborne Pathogens Course* and are responsible for the cost of the training. A link to this training is posted on the Clinical Coordination Canvas page. A student only has to provide proof of bloodborne 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 complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include but is not limited to a drug test and site-related forms. These additional requirements may cost; the cost is the responsibility of the student. These requirements may need to be repeated throughout the program as the need arises. Links to commonly requested site-specific requirements are maintained on the Clinical Coordination Canvas page under Section 5. Site Requirements.

CastleBranch Instructions

You must establish an initial CastleBranch document tracker account. The cost of this package (\$16) includes the review, management, and storage for your clinical requirements both as a current student and after graduation. CastleBranch is also the required route for all state-specific background checks and drug screenings unless otherwise noted.

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

- Visit duquesne.castlebranch.com
- Click on “Place Order” at the top of the page in red
- Choose your online DNP program
- Choose your state of residence
- Choose “I need to submit my document tracker requirements”
- Check the box after reviewing the disclaimer.
- Click Continue.
- Enter your personal information and personal identifiers. Please note, **you must use your Duquesne (@duq.edu) email address**
- Enter your Graduate Designation, Degree, and Expected Graduation Year
- Click Next
- Choose a password
- Confirm the password
- Click Create Account
- Enter any additional names you may have used in the past
- Choose the name for the document manager from the dropdown menu and click Next
- Review your order and click Next
- Enter your payment information, verify your billing address, and then click Submit
- Review your order confirmation page. You will also receive an email with this information. You can print your confirmation page at this time.
- Click Next to see your document manager.
- Your package will contain four (4) required documents (CPR certification, RN license, HIPAA, and BBP). Next to each required document is a plus (+) sign that will show you what the requirements are for each document in detail. You can upload each document to its respective location as it becomes available to you. You may also upload all documents to the My Documents folder in the Document Center and then place them in their appropriate folder. Follow the instructions for uploading and submitting each of the four (4) documents. This will auto populate when you choose your online program at the start of the ordering process.
- 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 has been reviewed and approved, its status will change to “Complete.”
- Students are responsible for uploading their documents and checking on the status of them in a timely manner. CastleBranch will send email alerts as RN licenses, CPR, and HIPAA trainings are nearing expiration.
 - FBI, PA child, and PA Crime must be emailed to DugGradNursing@duq.edu for storage on our secure server, if a Pennsylvanian student; CastleBranch background check, if an out-of-state student. Links to order respective background checks are

loaded to the Clinical Coordination Canvas site. Background checks are good for 5 years.

School of Nursing Health Requirements

Students must provide evidence of:

1. A complete physical examination
2. Proof of immunization with dates of administration of Tetanus, Diphtheria, Acellular Pertussis, within the last 10 years
3. Series of 3 Hepatitis B injections
 - a. Booster doses may be required
4. Initial Two-Step or IGRA (QuantiFERON Gold or T-spot) Tuberculin Skin Test followed by a single step skin test for each subsequent year in the clinical portion of your academic program
5. Titers for Rubella IgG, Mumps IgG, Rubeola (Measles) IgG, Hepatitis B Surface
 - a. Booster doses may be required
6. Antibody (HBsAb), and EITHER Varicella IgG OR proof of immunization (2 doses of Varivax)
 - a. Booster doses may be required
7. Annual flu shot for students completing clinical in the Spring semester

Students must submit the provider and student signed Health Requirements Form to the Health Service Student Portal and retain a copy for themselves.

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. It is also the student's responsibility to complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include health requirements such as the seasonal influenza vaccine and COVID-19 vaccine. Students are responsible for any costs associated with additional health requirements.

University Student Health Portal

The University Student Health Portal is available through the Portal:

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 <https://www.duq.edu/documents/life-at-duquesne/health-recreation-wellness/health-services/DUHS-Portal-instructions-2020.pdf>

If you have questions, please email the Pre-Clinical Health Requirements Coordinator, Carol Dougher, RN at pchr@duq.edu.

Team Dynamix Clinical Tracking System

TeamDynamix is a software used for all preceptor requests. It is a ticketing system to submit and view the progress of clinical site contracts, clinical, health and clearance requirements, and site-specific requirements. TeamDynamix is for confirmed rotations only. It is not a requesting service for potential placement.

TeamDynamix or TDx provides a clean line of communication between students, clinical coordinators, and faculty to submit, review, and process clinical pairings. Requests can easily move from New to Faculty Review to Approved and In Line for Contracting to Green Lit.

Students will need key pieces of information to submit their TDx request. This information is:

- Semester of Clinical
- Year of Clinical
- Course
- Preceptor Name and Email Address
- Clinical Site Name, Address, and Contact's Email Address
- Number of Hours Requested
- and current CV/resume of the preceptor

Please note that no TDx request will be processed without a current CV attached. A current CV must include:

- current place of employment at your requested site with length of employment longer than 1 year
- level of education that supports the current role
- or experience in role that supports advisement of your DNP project

If your preceptor is not comfortable releasing their resume to you, please have them email it to the Clinical Coordinators at DuqGradNursing@duq.edu.

Steps to submitting a confirmed pairing between a student and a preceptor:

1. The link to access TDx is loaded to the Clinical Coordination Canvas page under Common Links & Forms. Directly under the link is the Preceptor CV form. This document can be used if a preceptor does not have a current resume or their resume requires updates.
2. TDx can also be accessed from your Portal account. This uses your Duquesne Multipass and password which is the same as your Outlook email. In the top right hand of your Portal account, click Quick Links and choose TDx Services Portal.
3. Once you are in the Services Portal, click Services on the blue bar at the top.
4. Click Academics.
5. Click Colleges & Schools.
6. Click School of Nursing.
7. You will arrive at the Preceptor Pairing Request launch site.
8. Click the link. Please click the Favorite button to save this service and also add this page to your browser's bookmarks. Here you will find a summary of the services that TDx will provide, who can use them, and how you can access them.
9. To submit your first request, choose the bright red Submit Request on the right-hand side of your page.

10. Starting at the top of the form, you will not modify the Title. You will be the requestor which will auto-populate. Your D# will populate as well. Please enter your Cell Phone Number and how you would like to be referred to in communication with the clinical site. Please choose if you are a UPMC employee or not. If you are a UPMC employee, please choose if you are Full Time, Part Time, or Casual.
11. Next, please choose your Program. The next few areas are text predictive so you can start typing to narrow down your choices. Choose the Semester for which your request is for. Choose the Year and choose the clinical course.
12. If your clinical site is independent such as a privately-owned practice, please choose independent. If your clinical site belongs to a larger health care system, such as a university-based or federally funded clinic system, please choose No. Then you will enter the larger system to which your clinical site belongs. Then enter the specific clinical site to which you will be going. If your preceptor practices at several locations within the same healthcare system, you will only need to submit 1 TDx ticket. If your preceptor practices at several locations in various healthcare systems, you will need to submit multiple TDx requests. This is because staff must validate if Duquesne has existing affiliation agreements with said clinical sites. If we do not have an existing affiliation agreement with the clinical site, we immediately start the negotiation process with the said institution. In addition, health systems have different site-related requirements which we will gather and assist you with.
13. Enter the address of the location which you will be at.
14. Next, we need the contact information for either the clinical coordinator or practice manager with whom you have been communicating for the rotation. If you are working with a practice in Western PA, we likely are already in communication with the clinical coordinator for that healthcare system, so please put the practice manager's contact information down. This will help the Clinical Coordination team communicate with the office when it comes time for you to set your schedule. If you are doing clinical outside Western PA, please put down the individual responsible for establishing or signing an affiliation agreement with a new organization. The Clinical Coordination team starts the affiliation agreement process as soon as they open new TDx requests. Next, complete the field identifying your employment status as it relates to this clinical site. Finally, please note if the site is in a rural location for your geographic area and if the practice serves a traditionally underserved population.
15. The third section is the contact information for your preceptor. Please choose how they should be addressed. Enter their name, email address, and work phone number. Please choose their specialty and how many hours you would like to complete with them. Please note that you can review your respective program Curriculum Charts and specialty hour permissions on the Clinical Coordination Canvas site under section 4. Program Requirements. Approval of full hours is up to faculty discretion as it relates to the goals and objectives of your respective program and clinical course. In the final line, please confirm if you are attaching a CV/resume to this ticket now or if you are deferring until you receive it. If you upload the CV/resume at a later time, the request will not be processed until it is attached. This allows the Clinical Coordination team to know if you truly have a verbal commitment from your preceptor. Choose the Browse button and find your preceptor's CV/resume on your computer. Click on the document and hit

open. This will attach the preceptor's CV/resume to the request. (Please note that at this time you can only attach one document at a time.)

16. Finally, you can add any additional information in the comments section. Comments are not required but if any additional information can be provided, please feel free to include it. This typically includes information such as the preceptor's NP board certification expiration date if it is not on the preceptor's CV/resume. If there are any other contacts that you would like the team to cc' on email documentation, please include them in this section. When done, hit Submit.

Your request will come to the Clinical Coordinators in an Open state. Upon receipt, the Clinical Coordination team will review the appropriateness of the preceptor for your DNP project. The team will validate their level of education and length of time in their current employment as well as the location of their practice. Finally, the team will validate their state licensure and check for any infractions. If any information is missing, the team will communicate this back to you via a TDx email.

TDx emails will come straight to your Duquesne Outlook email. One of the benefits of TDx is that the emails appear streamlined and less digital looking. They look very similar to the feed on common social media applications. Simply reply all to the email to answer any questions or attach any new documents to the ticket. The information will automatically sync to your ticket. The Clinical Coordination team may ask for additional information during this time. Once all required information has been reviewed, the team will send your ticket to your internal DNP project mentor for review. Faculty may pose questions back to you regarding the clinical site or preceptor. Please, again, simply reply all to the email to answer any questions. Once your faculty member approves your request, it will then enter the welcome email queue. You can check on your TDx request at any time by revisiting the Services Portal. All updates will appear in the Feed at the bottom of the ticket. Each ticket has a unique ID # which the team may refer to if you have multiple tickets open at one time. Students can see when a Status has been changed at any time.

Welcome emails take place in the months leading up to the respective semester. The Clinical Coordinator team will send a welcome email, DNP preceptor handbook, and course syllabi to your preceptor and the contact. Duquesne will continue to negotiate affiliation agreements between your site and Duquesne Legal and provide updates along the way. Please note that the affiliation agreement process can take weeks if not months and submitting a ticket early is key. Veteran Affairs and military agreements can take the longest while independent practices often sign Duquesne's stock agreement. Duquesne University will provide the insurance coverage to your clinical site for you to be there once the agreement is fully executed. In addition, Duquesne offers a Preceptor Perks package which we will include in the preceptor welcome email. This is optional but a welcome benefit to help encourage providers to serve as preceptors for Duquesne.

The clinical coordinators will validate all students' Duquesne Health, CastleBranch, and background check requirements every semester. All validations will be described as TDx entries. Students are responsible for working with the clinical site contact to complete any site-related requirements. Commonly utilized sites are listed on the Clinical Coordination Canvas page under 5. Site Requirements. There, students can get a heads-up on what will be required of them. Once a student has completed their site-related requirements, the clinical site should

sign the student off or give them the green light. This is often a simple email stating that the student is good to go. It can be emailed to DugGradNursing@duq.edu All incoming documents should be emailed to DugGradNursing@duq.edu so that the team can sync them with the TDx ticket.

Once all of the requirements and contracts have been received, the team will greenlight the student. The Clinical Coordinators will inform your internal DNP faculty mentor that you are ready for the next steps and can start scheduling your project dates on site with your preceptor. The Clinical Coordinators will close your TDx request. Every evening, all clinical faculty are informed of all closures that occurred during the workday. Please note that TDx requests are only processed during business hours, M-F. A delay in submitting a TDx request can severely impact your program plan. Students who do not meet the semester-based announced deadlines on the Clinical Coordination Canvas page under Announcement will have to discuss program plan modifications with their academic advisor. Students should plan accordingly with their respective course offerings.

A TDx request is required for both Organizational Leadership and DNP I/DNP II.

The Clinical Coordination team looks forward to processing your requests and seeing you succeed in your upcoming DNP project. Please assist the Clinical Coordinators by submitting your requests in a timely and complete manner. TDx emails should be treated as regular emails and responded to within 24 hours during the M-F week. Students must use their Duquesne email address in all communications. If you have any difficulty networking for a clinical site or preceptor, please start by visiting the Clinical Coordination Canvas page under Module 3. Directories. The Clinical Coordination team can assist you after you have checked out the many zip-code-based search tools. We are available at DugGradNursing@duq.edu.

The Doctor of Nursing Practice Project

Doctoral projects reflect the student's attainment of the characteristics of the graduate for the DNP degree identified in the AACN (2006) Essentials of Doctoral Education for Advanced Practice Nursing document and the objectives of the program. The DNP Project should demonstrate original thinking and the ability to develop, implement and/or evaluate an area of advanced nursing practice. The DNP Project must be evidence-based, and should involve a population, program, system, health policy or clinical intervention within healthcare and community organizations. All projects must clearly exemplify critical thinking at the doctoral level and appropriate use of scholarly methods to further the practice knowledge of nursing and impact the health outcomes of patients and populations among a variety of organizations.

All DNP Projects should:

- a) Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b) Have a system (micro-, meso-, or macro- level) or population/aggregate focus.
- c) Demonstrate implementation in the appropriate arena or area of practice.
- d) Include a plan for sustainability (e.g., financial, systems or political realities, not only theoretical abstractions).
- e) Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to

guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.

- f) Provide a foundation for future practice scholarship. (AACN, 2015, p. 4)

Team Projects will be considered as long as each student contributes equally to the project. The Collaborative DNP Project guidelines will be used to provide structure, process, and expectations of each student's contribution to the project.

The following guidelines define the structure of the **Collaborative DNP Project**, and specific processes students and Faculty Mentors must follow to successfully complete this type of DNP Project.

Proposal Development

1. Students will work with their Faculty Mentors to identify an appropriate quality improvement project topic that is supported by an identified clinical site.
2. Once the students select their topic and team members a Collaborative DNP Project Faculty Mentor will be assigned.
3. Team Members and their Faculty Mentor will coordinate the presentation of their DNP Project Title and Project Overview to the appropriate Hospital QI Committee and the Duquesne DNP Committee
4. Each student of Collaborative Project Team and their Faculty Mentors will meet to discuss and create the following:
 - a. *DNP project purpose and overview*
 - b. Aims and Objectives and Role Responsibilities for each of the following phases of the project:
 - i. Synthesis of the research evidence and population data regarding the patient population and clinical problem or gap in practice
 - ii. Project Planning
 - iii. Project Implementation
 - iv. Analysis of project's findings
 - v. Presentation of Findings and Recommendations
 - vi. DNP Project Poster Presentation and Manuscript.
5. Team members, with Faculty Mentor approval, ***will develop a written proposal including Project Purpose, Aims and Objectives and how each student will contribute to their project's development. This process will be supported by the GPNS 959 Change Management and Project Analysis course. Course Faculty will assist students in the development of their project's Purpose, Aims and Objectives and will share their recommendations to their Faculty Mentors for the final draft of the Project Purpose, Aims and Objectives.***
6. Team Members and their Faculty Mentor will coordinate their Hospital and Duquesne IRB Submission following the Hospital and Duquesne guidelines for Quality Project Assessment.
7. Each student will participate in the development of the Project Protocol but **one** Project Protocol will be submitted per team.
8. Each student is expected to work collaboratively with their team and complete all activities assigned.

9. Each student is expected to provide critical and constructive feedback on each team member's work which may include synthesis of evidence, tables, and analysis.
10. Each student is responsible for their specific project responsibilities as well as project management for the entire project.
11. Project team members and their Faculty Mentor will meet regularly to discuss **Project Progress Reports** at planned timepoints and throughout each phase of the DNP Project and discuss:
 - a. Effectiveness of team collaboration
 - b. Baseline data collection and project data collection
 - c. Preparing patients, staff, clinicians and all written materials
 - d. Using select strategies to implement and promote adoption of QI practice change
 - e. Effectiveness of communication with project partner(s) and clinical site leaders and staff about project implementation and any changes from the plan
 - f. Plan for communicating project outcomes with the hospital and Duquesne key stakeholders and setting staff including a Poster Presentation to project site staff and organizational leaders.
12. Each student will participate in the development of the final DNP Poster Presentation and receive Faculty Mentor approval prior to any public presentation of the project's results.
13. Each student team will contribute to the development of a professional manuscript following the Manuscript Guidelines of the Duquesne School of Nursing DNP Program and be noted as co-authors. The Collaborative Team Faculty Mentor will ensure that each student contributed equally to the content and format of the manuscript.
14. Students are responsible for entering the manuscript into Duquesne digital repository as directed by Library Staff.

Integrative and systematic reviews will not be considered as DNP Projects.

The appearance and content of the doctoral project should represent scholarly excellence in the discipline of nursing.

Choosing a Topic

Identifying potential doctoral projects should begin as soon as the student meets with their Faculty Mentor during DNP Doctoral Orientation. Further development of the area of interest takes place during GPNS 970: Evidence Based Practice. Throughout this course students explore the role of the DNP in the development of evidence-based practice. Students are encouraged to consider the following when identifying suitable topics:

- interest in a nursing practice/healthcare issue or problem in their organization, community, region or nationally
- interest in improving healthcare outcomes for a specific patient population within their organization, community or region.
- access to internal organizational data to support the existence of a clinical issue/problem and need for a practice change
- feasibility of completing the project (current skills; time required; resources needed; implementation site, population and instrument/resource availability)
- alignment with the student's professional goals

- organizational, local, regional or national nursing and healthcare priorities

Faculty Mentor Role in the Development of the DNP Project

As the student and the Faculty Mentor continue to develop the DNP Project topic the following factors must be considered:

1. The project must relate to their choice of advanced practice or advanced role including administrative leadership, educational leadership, health policy, or public health.
2. The project is evidence based (i.e., there is a body of evidence to support implementation of a practice change and data to support a clinical issue/problem in a designated population)
3. The project focuses on identified need(s) of a group (system/organization), population or community rather than an individual person.
4. The project may be done in partnership with agencies or other groups (i.e., public health departments, schools, governmental agencies, or professional organizations).
5. The DNP student will function as the Project Manager; however, identifying collaborative partnerships and stakeholders supportive of the project are vital to the project's success.
6. Identification of a model or framework for design, implementation, and evaluation of the project outcomes.
7. The project meets accepted professional standards.
8. Opportunities are available for dissemination at professional and public forums that meet the student's time/financial constraints.

Examples of DNP Projects

- Design and implement a quality improvement project whose goal is to improve patient outcomes of a specific patient population using QI Methodology including the PDSA cycle.
- Design and implement a quality improvement project involving a new health information technology application intended to improve patient care outcomes for specific patient populations using QI Methodology including the PDSA cycle
- Evaluation of current clinical interventions or programs in a practice setting using Program Evaluation Methodology.
- Evaluation of a community or healthcare patient care program directed at prevention or a clinical symptom, ex. Pain, Immobility, Family Centered Care using Program Evaluation Methodology.
- Evaluation of innovative uses of health care technology to enhance/evaluate patient care outcomes.
- Evaluation of innovative uses of health care technology to enhance nursing/ clinical competence.
- Complete a policy analysis of an organizational or local, state or national health care policy that impacts a specific population utilizing Health Policy Analysis Processes.
- Complete a policy analysis of a gap in current organizational or local, state or national health care policies that has a negative impact on a specific population or health care practice utilizing Health Policy Analysis Processes.

This list is not inclusive of the many doctoral projects completed by our DNP students and DNP students across the country.

Please visit the Gumberg Library **DNP Repository** to review many examples of our DNP Student's DNP Project Manuscripts. The link to access this site is: <https://dsc.dug.edu/dnp/>

You can also review a national database of DNP Projects. ***The Doctors of Nursing Practice, Inc*** is an online community web site that provides a list of completed DNP scholarly projects contributed by other DNPs across the country. The link to access the web site is: <https://www.doctorsofnursingpractice.org/doctoral-project-repository/>

Components of the Doctor of Nursing Practice Project Topic Approval

The DNP Project Proposal is to be submitted by the established deadline. The proposal is to be consistent with and formatted to the most recent edition of the APA style manual.

At a minimum, the proposal should include:

Student and Faculty Mentor names and academic credentials.

Title of DNP Project – Include methodology (Quality Improvement, Program Evaluation, Health Policy)

Background and Significance

- Summary of clinical or administrative problem that is appropriate to student practice arena
- Background evidence supports problem identification and proposed intervention.
- Literature and Data Synthesis Summary
- Summary of formal frameworks, models, concepts, and/or theories

DNP Project Aims and Objectives

- DNP Project Purpose Statement
- Logic Model Components
- DNP Project Aims and Objectives are feasible and measurable
- Project Team members

Project Design/Methods

- Quality Improvement, Program Evaluation, or Health Policy Analysis is selected.
- Context: Setting and Population described.

Results and Implications: Anticipated Outcomes, for example, noted here.

References: Should follow the most recent edition of the APA guidelines.

Appendices: Appendices should be clearly marked and included at the end of the proposal packet if applicable.

The proposal must be reviewed and approved by the Faculty Mentor. The Faculty Mentor will present an overview of the DNP project to the Doctor of Nursing Practice (DNP) Committee for review and topic approval. The DNP Committee Chair will send the Committee decision on the DNP Project Form to the Faculty Mentor with recommendations, if applicable. The Faculty Mentor sends a copy to and reviews with their student making changes as required. The student will upload the document into their Professional DNP Portfolio in

Typhon. This information is also used to complete the Internal Review Board (IRB) approval process at Duquesne University.

Upon completion of the DNP Project the student is responsible for completing the Doctor of Nursing Practice Program Final Approval Form in Doc U Sign initiated by the Graduate Advisors. Once all signatures are obtained this document will be loaded into the student's DNP Portfolio. Instructions on how to complete these forms can be found in the Canvas Graduate Advisement Site.

Doctor of Nursing Practice Project Team

The DNP Project Team will at a minimum include three members: the DNP student, their Faculty Mentor, and the student's DNP Residency Preceptor(s). A doctorally prepared DUSON faculty may serve as a content expert if applicable. Other collaborators from Duquesne University or the community may contribute to the DNP Project Team throughout the project.

The DNP Project team will contribute to the development, implementation and evaluation of the DNP Project. The final evaluation of the DNP Project will be the responsibility of the Faculty Mentor and include feedback from the Project Team members.

If the DNP Project Topic changes after DNP Committee approval and/or a member of the DNP Project Team changes, the DNP student must submit the DNP Project or Project Team Member Change Request Form to their Faculty Mentor for review and approval. The Faculty Mentor will then determine if a new IRB submission is required and then submit the request to the DNP Committee for review and approval.

Pre-requisites to Project Implementation

All clinical, site-specific, health requirements, and background clearances must be completed by the student prior to beginning a DNP Project at their project site. Students are reminded of these requirements semesters in advance and updated each term. If these requirements are not met, implementation of DNP Projects may be delayed.

Dissemination of DNP Project

The DNP student will be asked to prepare a manuscript that can be used for publishing in a peer reviewed print or online journal. The DNP Faculty Mentor will assist the student in the selection of an appropriate journal if necessary. The Faculty Mentor has final approval of the manuscript as part of the overall evaluation of the DNP Project. Please note that many affiliation agreements have specific verbiage regarding publication of project activities that have taken place on site. Please reach out to the Clinical Coordination team to review verbiage prior to publication.

DNP students will prepare and present a poster on the outcomes of their DNP Project to the Duquesne University School of Nursing faculty, administration, Residency Preceptors, invited guests, and family members during their final course, GPNS 981: Doctor of Nursing Practicum II: Evaluation in the Summer Semester. The students will present at the Poster Seminar held in conjunction with the CRNA DNPs who will also be presenting their DNP Projects.

Duquesne University Gumberg Library DNP Repository

In addition to the completion of the DNP Project the ultimate goal in the culmination of the DNP Program is the dissemination of the findings related to the translation of evidence-based research that contributes to nursing knowledge related to quality improvement, programmatic, patient care, or health policy outcomes. Gumberg Library offers the DNP graduate to submit their manuscript to their DNP Repository.

All DNP students of Duquesne University are required to prepare and submit their DNP Project Manuscript as an electronic document. Similar to the traditional, print and bound copy, electronic manuscripts are created using a standard word processor document format (PDF) and submitted as an electronic version to a webpage on the library's server where it is stored. It is expected that the student will review and follow the DNP Manuscript Submission Guidelines that are provided.

DNP Residency

Goals/Objectives:

Duquesne University's DNP graduates are prepared to transform the health care delivery system and design new systems to improve the context in which health care is offered. Nurses prepared at the DNP level will practice from a strong evidence-based foundation, effectively assessing health care policy, organizational effectiveness, and economic trends in health care to design new models for patient care services. Upon graduation, students will demonstrate advanced levels of clinical judgment, systems thinking, and accountability for improving patient outcomes. DNP residency experiences are required and are structured to promote the achievement of DNP Essential Competencies and Duquesne DNP Program outcomes.

Requirements/Procedures:

Hours

The post master's DNP and post baccalaureate DNP student is required to complete a total of 1000 practice hours to demonstrate the advanced level competencies delineated in the DNP Essentials. Up to 500 hours from an MS program may be applied to the 1000 hours. Validation of a national certification such as an Advanced Practice Nurse or documentation from the college or university awarding the practice hours will be required. The accepted hours must be from courses that are listed on an official transcript from a nationally accredited institution and must demonstrate scholarly rigor and critical engagement with subjects relevant to the DNP competencies.

The practice hours should include both direct and indirect practice experiences that provide opportunities for integration and synthesis of the DNP Essentials and competencies and opportunities for meaningful engagement with practice environments. Practice experiences should be designed to help students to achieve specific learning objectives related to all DNP Essentials, role outcomes, and application of theory and evidence to practice. The hours are completed under the direction of the student's Faculty Mentor and Residency Preceptor. The Faculty Mentor must approve all clinical practice hours, and the student will post their Clinical Practice Hours Log into their DNP Portfolio. The following hours can be earned by successful completion of the following DNP courses:

Course	DNP Practice Hours
GNED 905 Advanced Clinical Nurse Educator Role Practicum (NE)**	150
GPNS 906 Healthcare Informatics	50
GPNS 908 EBP – Leading Change Management	50
GPNS 920 Health Care Policy	50
GPNS 969 Analytical Methods for EBP	50
GPNS 948 EBP – Translation of Research to Practice	50
GPNS 971 EBP Methods for Health Policy and Program Evaluation (NE)**	75
GPNS 975 Organizational Leadership for Healthcare Leaders (ENL)*	50
GPNS 977 Transcultural Health and Global Healthcare Delivery	50
GPNS 979 Analytical Methods – Healthcare Program Evaluation and Analysis	50
GPNS 980 DNP Practicum I: Implementation	Up to 350
GPNS 981 DNP Practicum II: Evaluation	Up to 350

**GONS 971 is a course in the DNP Nurse Educator track

*GPNS 975 Organizational Leadership (ENL) held during the Summer Semester requires a 50-hour observation experience of senior healthcare leadership. All clinical, site-specific, health requirements, and background clearances must be completed by the student prior to beginning of their observation experience. An observation preceptor must also be identified and approved through TDx. Students are reminded of these requirements by the Clinical Coordination team at the initial campus presentation and several times leading up to the summer semester. If these requirements are not met, observational experiences may be delayed and need to be rescheduled.

Hours at Place of Employment

Practice hours and experiences at a student's place of employment should provide an experience over and above the DNP student's individual job opportunities or responsibilities.

Hours in Education/Academia

Practice as a nurse educator should not be included in the DNP practice hours. The practice experiences and DNP Project should not be on the educational process, the academic curriculum, and/or on educating nursing students.

Practice Hours Log

The student must complete a Practice Hours log of their DNP practice hours. It will identify the activity, the hours associated with that activity, and the DNP Essential competency that it is

achieving. The completed Practice Hours Log will be posted in the students DNP Portfolio in their Typhon account. The Practice Hours Log template and instructions will be provided in more detail to the students.

Examples of Acceptable DNP Practice Hours Activities

- Participate in research being conducted
- Chair a work-related committee
- Shadow/participate in organizational meetings related to Quality Improvement or Patient Safety
- Shadow organizational leaders in management such as Director of Nursing, Information Technology, or Legal Department
- Shadow organizational leaders at the executive level such as the CNO and other members of Executive leadership
- Attend/Participate in Ethics Rounds
- Attendance and/or presentation at a local, state, or national conferences that relate to your practice
- Participate in a city, county, or state policy and/or health department initiative
- Observe or shadow health care being provided outside of western medicine
- Lead or participate in work related projects above your primary job such as developing and/or implementing practice protocols, guidelines, and process improvements
- Mentor a nurse or nurse practitioner
- DNP Project-related activities
 - Meetings with Faculty Mentor, Residency Preceptor
 - Meeting with stakeholders
 - Meetings with content experts

Other activities as identified; must be approved by Faculty Mentor

Residency Content

Residency requirements, including practice hour requirements for each residency experience, will vary depending upon the residency objectives, site selected and competencies identified by the student and their Faculty Mentor. Students will discuss with their Faculty Mentors and Residency Preceptors the specific residency objectives they hope to achieve with their DNP Projects that align with the DNP Essentials.

Residency Supervision

Residency experiences must be supervised by one or more expert preceptors at the residency site. The Residency Preceptor will supervise the student during the residency period and certify the achievement of the residency objectives. Students will work with their Faculty Mentor to: identify residency preceptors; ensure affiliation agreements are in place for practice sites; and that preceptor approval has been documented in TeamDynamix. The student, along with the DNP Residency Preceptor and DNP Faculty Mentor, works to coordinate implementation and completion of the DNP Project. At the end of the residency experience for any residency site, the DNP Residency Preceptor will complete an evaluation of the student and certify their practice hours.

DNP Residency Preceptor **

1. It is highly desirable that the DNP Residency Preceptor hold a commonly held terminal

degree in their field: i.e., PhD, DrPH, DNP, MD, etc. Certification in the practice arena is also highly desirable.

2. The DNP Faculty Mentor reserves the right to assess the credentials of all individual applications for Residency Preceptors/external members and to make the final decisions regarding their appointment. The Residency Preceptor CVs are loaded into TeamDynamix.

The Residency Preceptor/external members will/must:

- Support the University's values and goals of the program
- Share their expertise in the interest area of the student
- Be committed to the student's academic advancement
- Understand the general principles that guide the exploration of knowledge (i.e., HIPAA, IRB, etc.)
- Pave the way for access and support to the student in order to complete the DNP Project
- Participate in fostering and facilitating the completion of the DNP Project
- Offer feedback to the student for every semester of the Leadership practicums
- Complete a student evaluation at the end of the DNP Project
- Certify completion of practice hours
- Participate with faculty and DNP Project Team as necessary

****In order to avoid any conflict of interest, the preceptor cannot be a relative, significant other, and/or close friend.**

Completing a DNP Project at a Veteran's Administration Health System Site

While completing a DNP Project in a Veteran's Administration Health System (VAHS) is a possibility, it often takes several months to gain IRB approval through both the VAHS IRB and Duquesne University IRB. Therefore, we encourage students to find sites other than those in a VAHS. Those students choosing to proceed with using a VAHS as a practicum site may delay their graduation from the program.

The DNP Portfolio

Each DNP student is required to develop a professional portfolio to document the achievement of course specific objectives, program outcomes and the DNP essential competencies. The development of the portfolio begins at the time of admission. Students are encouraged to properly label, save, and upload key documents throughout the length of the program to aid in the timely creation of their portfolio. The DNP Portfolio will be documented through the students Typhon account. Upon admission, students will compile the following documents for the Professional Portfolio and upload them to Typhon:

- Current curriculum vitae (CV): a complete resume with dated work and practice, honors, awards, publications and presentations
- Copy of current RN license
- Copies of current advanced practice certifications
- Formal goal statement regarding your interest in DNP

The students will receive instruction on how to create their Typhon account during GPNS 948 Evidence Based Practice – Translation of Research to Practice. Throughout the DNP Program the student and Faculty Mentor will discuss objectives that reflect the achievement of DNP Essential competency areas and Duquesne's DNP Program Outcomes. Students should review course objectives and consider their DNP Project topic to plan appropriate activities throughout their program culminating in their DNP Leadership Residency. The *DNP Competencies Tracking Form* which documents successful completion of all DNP competencies must be approved by the Faculty Mentor. Evidence of achievement of the stated objectives will be documented in the DNP Portfolio. Examples of activities that would meet the competencies include:

- Article/assignment written for a particular course
- Documentation of achievement through a directed clinical experience
- Presentations
- Publications
- Clinical practice guidelines
- Policy planning/implementation
- Case studies
- Conferences activities
- or other agreed upon activities by the Faculty Mentor and student.

At the end of the student's final semester, the DNP Competencies Tracking Form and DNP Portfolio will be evaluated and approved by the student's Faculty Mentor.

Typhon

DNP students enrolled are required to document their clinical experiences and evidence of competency completion through Typhon. This tool is used for tracking during the educational process. The user ID and password will be assigned by the Clinical Coordination team at the School of Nursing. Training on the utilization of Typhon to maintain DNP Portfolio documents and clinical hours will be provided during a scheduled DNP night class.

Eligibility for Graduation

A candidate for the Doctor of Nursing Practice degree must:

1. Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
2. Successfully complete a DNP Project.
3. Successfully complete submit a DNP Portfolio.
4. Satisfactorily complete required residency hours
5. Receive a satisfactory evaluation from their Residency Preceptor
6. Complete a DNP Project manuscript as determined by the student's Faculty Mentor, and submit to the Gumberg Library DNP Repository.
7. Present the outcomes of their DNP Project to Duquesne University School of Nursing faculty, staff, and invited guests.

Eligibility for graduation is determined by the Faculty Mentor and Graduate Academic Advisor at the end of the semester preceding the semester of graduation. However, the final recommendation for the degree completion of all required elements achieving the DNP

Essentials is based on the evaluation and recommendation of the student's Faculty Mentor. A student with an "I" or an "F" grade on a transcript, regardless if the course was part of the program's degree requirements, cannot graduate. The student must repeat the course or an equivalent course with a passing grade. Students, who are eligible for graduation, will receive information on the Application for University Degree as well as additional information concerning graduation from the Graduate Academic Advisor by the beginning of the final semester of study.

DNP-Nurse Anesthesia Track Specific Policies

DNP-Nurse Anesthesia Curriculum

The DNP-Nurse Anesthesia curriculum was by the DUSON Advanced Practice and Doctor of Nursing Practice faculty to ensure that it meets all of the requirements of a DNP-Nurse Anesthesia program as specified by the Council on Accreditation for Nurse Anesthesia Programs (COA).

The program's curriculum follows the American Academy of Colleges of Nursing's Essentials of Doctoral Education for Advanced-Level Nursing Essentials and the Council on Accreditation of Nurse Anesthesia Educational Programs' (COA) Practice Doctorate Standards for Accreditation of Nurse Anesthesia Programs. It consists of graduate-level core nursing courses, nurse anesthesia concentration courses, clinical courses and DNP-Nurse Anesthesia practice inquiry project courses. It is designed to move students from foundational content through concepts and principles necessary for practice to a clinical practicum sequence for learning and refining of professional clinical practice.

Courses within the curriculum are taught by Duquesne University School of Nursing, and the John G. Rangos, Sr. School of Health Sciences.

Advanced Standing

A maximum of twenty-one (21) graduate level credits from an accredited university and approved program may be transferred toward completion of the requirements for the Doctor of Nurse Practice (DNP-Nurse Anesthesia) degree in Nursing.

Students are not able to transfer in credit for courses that have objectives directly tied to the completion of the DNP-Nurse Anesthesia Practice Project. Students who already have a DNP are still required to complete a new practice project with a DNP-Nurse Anesthesia focus in order to meet all requirements of the program as outlined COA. Additionally, students are not able to transfer in anesthesia courses from another nurse anesthesia program; DUSON Nurse Anesthesia courses begin with a course prefix of GPNA.

The minimum length of time for the DNP-Nurse Anesthesia program, as required by COA, is 3 years. As such, a student is not able to complete the program at a faster pace through the use of Advanced Standing credit. Individual semesters in which a transfer credit is applied will be reduced in total credits attempted during that semester, but students will still be expected to follow the program plan as provided for the program.

Official transcripts certifying graduate level courses completed at another institution prior to admission to Duquesne University should be submitted at the time of application and should be evaluated for acceptability as advance standing credit in the DNP-Nurse Anesthesia Program.

Transfer credit will only be accepted for courses in which a grade of “B” (QPA = 3.0 on 4.0 scale) or its equivalent has been received. **These credits cannot have been applied to a previous degree. Generally, courses taken over five years prior to admission may not be accepted.**

The student is responsible for initiating the request for advanced standing. For each course for which the student requests transfer credit, the student must:

- Complete a *Request Credit for Consideration* form as part of the DNP-Nurse Anesthesia Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).
- A course syllabus or outline **MUST** be submitted for each course taken outside of Duquesne School of Nursing
 - Courses completed at or previously accepted by Duquesne School of Nursing are not required to submit course syllabus or outline with request
- Submission of a request for credit consideration does not guarantee approval. Each credit request will be reviewed on a case-by-case basis.
- Identify the course for which Advanced Standing is being sought.
- Submit an official transcript, which includes the grade received for the requested transfer credits, and a detailed course description/outline.
- Submit these materials, as listed above, with the application. The request will be forwarded to the Nurse Anesthesia Program Director for evaluation.
- Acceptance or rejection of Advanced Standing credits will be included in an email sent to the applicant.
- Approved advanced standing credits will be forwarded to the Graduate Academic Advisor.

All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

Academic Standing and Progression

To progress toward the Doctor of Nursing Practice-Nurse Anesthesia students must earn a grade of “B” (86%) or better in all courses required in the program. If grades of “B” or higher are **not** achieved in all courses, the course(s) must be repeated. Only two courses may be repeated during a student’s tenure. If more than two courses need to be repeated, the student will be dismissed.

The following regulations are applicable:

- A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next course. An overall QPA of 3.0 is required to graduate.
- Graduate students must maintain a minimum cumulative quality point average (QPA) of 3.0. Any graduate student who’s cumulative QPA falls below 3.0 will be placed on academic probation. Once a student is placed on academic probation, they have two consecutive semesters to improve their cumulative QPA to above 3.0. If this is not achieved, the student will be dismissed

from the program. **A student may be placed on academic probation only once during the program of study.**

- If a student has taken previous coursework at Duquesne University at the graduate level, only coursework for the degree/program currently being pursued will be used when calculating QPA for academic standing. As a result, the student's degree/program QPA may differ from what is shown on the graduate transcript.

"Maintaining Clinical Skills Competency"

Students who are out of clinical or lab for a semester must register for a 1-credit Clinical Skills Competency Independent Study to maintain clinical currency. This Independent Study will be executed in the simulation lab at the discretion of the nurse anesthesia faculty. It will consist of actual skills practice and oral or written response to questions pertaining to skills (e.g. Why would a practitioner use an Oral or Nasal RAE endotracheal tube versus a conventional endotracheal tube).

Grades below a "B" are not acceptable. Students receiving a grade below a "B" in any course in the approved program of studies should follow the revised program plan given to them by their Academic Advisor. If any graduate student receives two grades below a "B" in the same course or in more than one course, they will be dismissed from the program. Graduate students with "F" grades on their transcripts will not be eligible for graduation, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must repeat the course or an equivalent course.

A student who receives an "F" (unsatisfactory grade) for the clinical component of a course will receive an "F" for that course grade.

Graduate students with "F" grades on their transcripts will not be eligible for graduation, regardless of whether the failed course is part of the program degree requirements. In order to graduate, the student must repeat the course or an equivalent course.

A student who receives an "F" (unsatisfactory grade) for the clinical component of a course will receive an "F" for that course grade.

DNP-Nurse Anesthesia Registration of Classes

DNP-Nurse Anesthesia students will automatically be registered for classes in each semester by their Graduate Academic Advisor. Students with outstanding transcripts or registration holds will be notified. These must be addressed before registration can be completed.

DNP-Nurse Anesthesia Period of Matriculation

A student is required to satisfy the DNP-Nurse Anesthesia degree requirements within three (3) years from the semester in which the student completes the first course for the degree.

All DNP-Nurse Anesthesia students must follow their approved program plan. If a student is unable to register for a class for a semester, an official leave of absence must be requested and approved by the Program Director in order to maintain a place in the program.

A student who does not register for the semester immediately following a leave of absence will need to re-apply to the program according to readmission requirements. There will be no guarantee that space will be available or that the curriculum will be the same.

Mandatory DNP-Nurse Anesthesia Orientations

All DNP-Nurse Anesthesia students are expected to attend the orientation that is held at the beginning of the program and the scholarly project orientation that is usually held at the beginning of term 5.

DNP-Nurse Anesthesia Scholarly Work

DNP-Nurse Anesthesia scholarship is focused upon the integration of organizational leadership, quality improvement processes and translation of evidence into practice directed towards improving health and care outcomes (AACN, 2015). DUSON's Post Baccalaureate DNP-Nurse Anesthesia Graduates are prepared to develop and evaluate models of clinical practice that are built upon evidence, experience and innovative thinking in order to achieve improved health outcomes.

The DNP-Nurse Anesthesia student will demonstrate their achievement of the knowledge and skills delineated in DNP-Nurse Anesthesia Essentials through the following:

- DNP-Nurse Anesthesia Project
- DNP-Nurse Anesthesia Manuscript
- DNP-Nurse Anesthesia Residency
- DNP-Nurse Anesthesia Portfolio

Faculty Mentor

A Faculty Mentor is assigned to each student when they enter the DNP-Nurse Anesthesia program. The Faculty Mentor assists the students in the development and completion of their DNP-Nurse Anesthesia Project, Residency, and Portfolio utilizing the DNP-Nurse Anesthesia Competencies Tracking Form. Additionally, the Faculty Mentor is responsible for approving the final written DNP-Nurse Anesthesia Project manuscript and signing off on the completed DNP-Nurse Anesthesia Portfolio.

The Faculty Mentor serves on the DNP-Nurse Anesthesia Project Team and assists the student in selecting their DNP-Nurse Anesthesia Project team members. The Faculty Mentor assists the students in meeting all graduation requirements.

Nurse Anesthesia In-Person Exams and Exam Reviews

1. Exam Protocol Enforcement

Faculty must ensure that students comply with the following exam rules:

- a. Students must be in the testing room, seated, 15 minutes before the exam is scheduled to start. (e.g., 07:45 AM for an 08:00 AM test start time)
Students who arrive late for an exam without prior notification to the faculty member may forfeit the opportunity to test. Faculty reserve the

- right to determine whether the student may complete the exam within the remaining time or be denied the opportunity to sit for the exam.
- b. All personal belongings must be placed at the front or sides of the room out of reach
 - c. Phones and smartwatches must be placed at the front of the classroom alongside the student's ID
 - d. The only items allowed on the desk are:
 - i. The approved electronic device
 - ii. A pen or pencil
 - iii. Scratch paper provided by the instructor
 - iv. No food or drinks are permitted on or around the desk.
 - e. Hats, hoodies, scarves, jackets, smartwatches, and smart glasses are not allowed to be worn during the exam
 - f. Once the exam begins, students may not leave the room until they have submitted their exam
 - g. Faculty will not answer any questions from students while the exam is in progress.
 - h. Before leaving, students must:
 - i. Show a proctor the green screen confirmation of successful upload to ExamSoft
 - ii. Return all scratch paper to the proctor with their name on it

Student Seating

1. Faculty reserves the right to arrange seats in the testing area.
2. Faculty reserves the right to assign students their seats for test taking.
3. Faculty reserves the right to move students during a test, if they suspect that academic integrity has been compromised. When a faculty member asks that a student move their seating during a test, this should not be construed as an accusation that the student(s) was cheating. If a student refuses to move their opportunity to test will be terminated thus receiving a zero for exam score.

Students' Belongings and Test Aids

1. Test aids: Device to take the exam on.

Use of any unauthorized aid will result in a zero for the test, and/or an Academic Integrity Violation.
2. Duquesne University makes every reasonable effort to provide an environment conducive to testing. However, the university cannot guarantee a distraction-free testing environment. Students are permitted to use foam or rubber earplugs during testing, but they must notify and show the proctor all ear pieces prior to usage. Audio devices of any kind are not permitted as substitutions for earplugs. It is the responsibility of the student to bring earplugs to the testing environment.

3. All personal belongings must be placed at the front of the room. Phones and smartwatches must be placed at the front of the classroom alongside the student's ID. Students cannot access these belongings until all test materials have been turned in to the proctor, unless explicit permission has been given by the proctor. Any unauthorized access of personal belongings will result in a zero for the test and/or an Academic Integrity Violation.
4. All electronic equipment taken into the testing area must be silenced and placed in the front of the room (this could include timepieces if such timepiece is distracting). Students are not permitted to wear any type of smart device during an exam. Devices include but are not limited to Bluetooth Ear Buds, Apple Watch, smart watch or another wearable smart device. Students are not permitted to switch or exchange personal devices with any other classmate.
5. Faculty reserves the right to ask students to remove non-essential clothing (e.g., hat or scarf) if they suspect that it compromises academic honesty, and to place such item(s) in the front of the room.
6. Exam reviews will be done immediately after the student finishes his/her exam; having placed all of their personal items in the front of the room before the exam the student will not be able to cause any test item compromise by copying or photographing anything.
7. Within the ExamSoft™ platform, the option "Secure Review Time" will be pre-selected by faculty: Typically, 10 minutes is enough time for the students to see what items they scored incorrectly. The platform will give the students the option to move into the exam phase, to the review phase using a previously designated password.
8. There will be no discussion about the exam when class resumes.
 - a. Item analysis on exams needs to be completed before scheduling individual feedback
 - b. Individual feedback sessions will occur ONLY during the faculty member's office hours and is not a session to gain additional points.
9. If a student is late for an accommodation, they forfeit that time that they are late (e.g. they have a time and one-half accommodation, and the exam is slated for one hour, but for them it would be 1.5 hours, if they are 20 minutes late, then they would get 1 hour and 10 minutes to take the exam. In this way class can start on time for all post-exam. If the student does not want to forfeit the time lost, s/he can re-schedule an alternative format exam with the faculty.

If a Nurse Anesthesia student "Calls off" the day before a test, the day before or after a university break, the Friday before a weekend, or the Monday after a weekend, they must provide the program director with a medical excuse from a physician, physician's assistant, or a nurse practitioner. Alternative exam types (e.g. all essay) will be given as "make up" exams if a student is not present on the day of a scheduled exam. Students will not take the same exam as was given to their classmates.

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 or AHA-approved courses (i.e., US military courses) for the Healthcare Provider or Professional Rescuer are acceptable. Lay person training is not acceptable. The card or certificate must be signed by the holder. Training is good for two years.

DNP-Nurse Anesthesia students also required to upload proof of current Advanced Cardiovascular Life Support and PALS. Certification expires after two years.

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. If a student is completing clinical or practicum hours in multiple states, they are required to submit proof of licensure in each state in which they are completing clinical or practicum hours to the Graduate Clinical Coordinator via DugGradNursing@duq.edu email.

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 and is also posted on the Clinical Coordination Canvas page. A student only has to provide proof of HIPAA training once in their program. Proof of workplace HIPAA training program is acceptable as long as date of training is visible in the completion certificate.

Blood Borne Pathogens

All students are required to complete training in Bloodborne Pathogens. If previously completed at a current workplace, evidence of dated training must be submitted. If training has not been completed, students are to complete the online *AHA Heartsaver Bloodborne Pathogens Course* and are responsible for the cost of the training. A link to this training is posted on the Clinical Coordination Canvas page. 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 complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include but is not limited to a drug test and site related forms. These additional requirements may cost; the cost is the responsibility of the student. These requirements may need to be repeated throughout the program as the need arises. Links to commonly requested site-specific requirements are maintained on the Clinical Coordination Canvas page under Section 5. Site Requirements.

CastleBranch Instructions

You must establish an initial CastleBranch document tracker account. The cost of this package (\$15) includes the review, management, and storage for your clinical requirements both as a current student and after graduation. CastleBranch is also the required route for all state-specific background checks and drug screenings unless otherwise noted.

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

- Visit duquesne.castlebranch.com
- Click on “Place Order” at the top of the page in red
- Choose your online DNP-Nurse Anesthesia program
- Choose your state of residence
- Choose “I need to submit my document tracker requirements”
- Check the box after reviewing the disclaimer.
- Click Continue.
- Enter your personal information and personal identifiers. Please note, **you must use your Duquesne (@duq.edu) email address**
- Enter your Graduate Designation, Degree, and Expected Graduation Year
- Click Next
- Choose a password
- Confirm the password
- Click Create Account
- Enter any additional names you may have used in the past
- Choose the name for the document manager from the dropdown menu and click Next
- Review your order and click Next
- Enter your payment information, verify your billing address, and then click Submit
- Review your order confirmation page. You will also receive an email with this information. You can print your confirmation page at this time.
- Click Next to see your document manager.
- Your package will contain four (4) required documents (CPR certification, RN license, HIPAA, and BBP). Next to each required document is a plus (+) sign that will show you what the requirements are for each document in detail. You can upload each document to its respective location as it becomes available to you. You may also upload all documents to the My Documents folder in the Document Center and then place them in their appropriate folder. Follow the instructions for uploading and submitting each of the four (4) documents. Students enrolled in the DNP-Nurse Anesthesia program are required to upload their additional ACLS and PALS completion certification as well. This will auto populate when you choose your online program at the start of the ordering process.
- 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 has been reviewed and approved, its status will change to “Complete.”
- Students are responsible for uploading their documents and checking on the status of them in a timely manner. CastleBranch will send email alerts as RN licenses, CPR, and HIPAA trainings are nearing expiration.
 - FBI, PA child, and PA Crime must be emailed to DugGradNursing@duq.edu for storage on our secure server, if a Pennsylvanian student; CastleBranch background check, if an out-of-state student. Links to order respective background checks are loaded to the Clinical Coordination Canvas site. Background checks are good for 5 years.

School of Nursing Health Requirements

Students must provide evidence of:

1. A complete physical examination
2. Proof of immunization with dates of administration of Tetanus, Diphtheria, Acellular Pertussis, within the last 10 years
3. Series of 3 Hepatitis B injections
 - a. Booster doses may be required
4. Initial Two-Step or IGRA (QuantiFERON Gold or T-spot) Tuberculin Skin Test followed by a single step skin test for each subsequent year in the clinical portion of your academic program
5. Titers for Rubella IgG, Mumps IgG, Rubeola (Measles) IgG, Hepatitis B Surface
 - a. Booster doses may be required
6. Antibody (HBsAb), and EITHER Varicella IgG OR proof of immunization (2 doses of Varivax)
 - a. Booster doses may be required
7. Annual flu shot for students completing clinical in the Spring semester

Students must submit the provider and student signed Health Requirements Form to the Health Service Student Portal and retain a copy for themselves.

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. It is also the student's responsibility to complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include health requirements such as the seasonal influenza vaccine and COVID-19 vaccine. Students are responsible for any costs associated with additional health requirements.

University Student Health Portal

The University Student Health Portal is available through the Portal:

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 <https://www.dug.edu/documents/life-at-duquesne/health-recreation-wellness/health-services/DUHS-Portal-instructions-2020.pdf>

If you have questions, please email the Pre-Clinical Health Requirements Coordinator, Carol Dougher, RN at pchr@dug.edu.

Team Dynamix Clinical Tracking System

TeamDynamix is a software used for all preceptor requests. It is a ticketing system to submit and view the progress of clinical site contracts, clinical, health and clearance requirements, and site-specific requirements. TeamDynamix is for confirmed rotations only. It is not a requesting service for potential placement.

TeamDynamix or TDx provides a clean line of communication between students, clinical coordinators, and faculty to submit, review, and process clinical pairings. Requests can easily move from New to Faculty Review to Approved and In Line for Contracting to Green Lit.

Students will need key pieces of information to submit their TDx request. This information is:

- Semester of Clinical
- Year of Clinical
- Course
- Preceptor Name and Email Address
- Clinical Site Name, Address, and Contact's Email Address
- Number of Hours Requested
- and current CV/resume of the preceptor

Please note that no TDx request will be processed without a current CV attached. A current CV must include:

- current place of employment at your requested site with length of employment longer than 1 year
- level of education that supports the current role
- or experience in role that supports advisement of your DNP-Nurse Anesthesia project

If your preceptor is not comfortable releasing their resume to you, please have them email it to the Clinical Coordinators at DugGradNursing@dug.edu.

Steps to submitting a confirmed pairing between a student and a preceptor:

1. The link to access TDx will be loaded to the Clinical Coordination Canvas page under Common Links & Forms. Directly under the link is the Preceptor CV form. This document can be used if a preceptor does not have a current resume or their resume requires updates.
2. TDx can also be accessed from your Portal account. This uses your Duquesne Multipass and password which is the same as your Outlook email. In the top right hand of your Portal account, click Quick Links and choose TDx Services Portal.
3. Once you are in the Services Portal, click Services on the blue bar at the top.
4. Click Academics.
5. Click Colleges & Schools.
6. Click School of Nursing.
7. You will arrive at the Preceptor Pairing Request launch site.
8. Click the link. Please click the Favorite button to save this service and also add this page to your browser's bookmarks. Here you will find a summary of the services that TDx will provide, who can use them, and how you can access them.
9. To submit your first request, choose the bright red Submit Request on the right-hand side of your page.
10. Starting at the top of the form, you will not modify the Title. You will be the requestor which will auto-populate. Your D# will populate as well. Please enter your Cell Phone Number and how you would like to be referred to in communication with the clinical site. Please choose if you are a UPMC employee or not. If you are a UPMC employee, please choose if you are Full Time, Part Time, or Casual.

11. Next, please choose your Program. The next few areas are text predictive so you can start typing to narrow down your choices. Choose the Semester for which your request is for. Choose the Year and choose the clinical course.
12. If your clinical site is independent such as a privately-owned practice, please choose independent. If your clinical site belongs to a larger health care system, such as a university-based or federally funded clinic system, please choose No. Then you will enter the larger system to which your clinical site belongs. Then enter the specific clinical site to which you will be going. If your preceptor practices at several locations within the same healthcare system, you will only need to submit 1 TDx ticket. If your preceptor practices at several locations in various healthcare systems, you will need to submit multiple TDx requests. This is because staff must validate if Duquesne has existing affiliation agreements with said clinical sites. If we do not have an existing affiliation agreement with the clinical site, we immediately start the negotiation process with the said institution. In addition, health systems have different site-related requirements which we will gather and assist you with.
13. Enter the address of the location which you will be at.
14. Next, we need the contact information for either the clinical coordinator or practice manager with whom you have been communicating for the rotation. If you are working with a practice in Western PA, we likely are already in communication with the clinical coordinator for that healthcare system, so please put the practice manager's contact information down. This will help the Clinical Coordination team communicate with the office when it comes time for you to set your schedule. If you are doing clinical outside Western PA, please put down the individual responsible for establishing or signing an affiliation agreement with a new organization. The Clinical Coordination team starts the affiliation agreement process as soon as they open new TDx requests. Next, complete the field identifying your employment status as it relates to this clinical site. Finally, please note if the site is in a rural location for your geographic area and if the practice serves a traditionally underserved population.
15. The third section is the contact information for your preceptor. Please choose how they should be addressed. Enter their name, email address, and work phone number. Please choose their specialty and how many hours you would like to complete with them. Please note that you can review your respective program Curriculum Charts and specialty hour permissions on the Clinical Coordination Canvas site under section 4. Program Requirements. Approval of full hours is up to faculty discretion as it relates to the goals and objectives of your respective program and clinical course. In the final line, please confirm if you are attaching a CV/resume to this ticket now or if you are deferring until you receive it. If you upload the CV/resume at a later time, the request will not be processed until it is attached. This allows the Clinical Coordination team to know if you truly have a verbal commitment from your preceptor. Choose the Browse button and find your preceptor's CV/resume on your computer. Click on the document and hit open. This will attach the preceptor's CV/resume to the request. (Please note that at this time you can only attach one document at a time.)
16. Finally, you can add any additional information in the comments section. Comments are not required but if any additional information can be provided, please feel free to include it. This typically includes information such as the preceptor's NP board certification expiration date if it is not on the preceptor's CV/resume. If there are any

other contacts that you would like the team to cc' on email documentation, please include them in this section. When done, hit Submit.

Your request will come to the Clinical Coordinators in an Open state. Upon receipt, the Clinical Coordination team will review the appropriateness of the preceptor for your DNP-Nurse Anesthesia project. The team will validate their level of education and length of time in their current employment as well as the location of their practice. Finally, the team will validate their state licensure and check for any infractions. If any information is missing, the team will communicate this back to you via a TDx email.

TDx emails will come straight to your Duquesne Outlook email. One of the benefits of TDx is that the emails appear streamlined and less digital looking. They look very similar to the feed on common social media applications. Simply reply all to the email to answer any questions or attach any new documents to the ticket. The information will automatically sync to your ticket. The Clinical Coordination team may ask for additional information during this time. Once all required information has been reviewed, the team will send your ticket to your internal DNP project mentor for review. Faculty may pose questions back to you regarding the clinical site or preceptor. Please, again, simply reply all to the email to answer any questions. Once your faculty member approves your request, it will then enter the welcome email queue. You can check on your TDx request at any time by revisiting the Services Portal. All updates will appear in the Feed at the bottom of the ticket. Each ticket has a unique ID # which the team may refer to if you have multiple tickets open at one time. Students can see when a Status has been changed at any time.

Welcome emails take place in the months leading up to the respective semester. The Clinical Coordinator team will send a welcome email, DNP-Nurse Anesthesia preceptor handbook, and course syllabi to your preceptor and the contact. Duquesne will continue to negotiate affiliation agreements between your site and Duquesne Legal and provide updates along the way. Please note that the affiliation agreement process can take weeks if not months and submitting a ticket early is key. Veteran Affairs and military agreements can take the longest while independent practices often sign Duquesne's stock agreement. Duquesne University will provide the insurance coverage to your clinical site for you to be there once the agreement is fully executed. In addition, Duquesne offers a Preceptor Perks package which we will include in the preceptor welcome email. This is optional but a welcome benefit to help encourage providers to serve as preceptors for Duquesne.

The clinical coordinators will validate all students' Duquesne Health, CastleBranch, and background check requirements every semester. All validations will be described as TDx entries. Students are responsible for working with the clinical site contact to complete any site-related requirements. Commonly utilized sites are listed on the Clinical Coordination Canvas page under 5. Site Requirements. There, students can get a heads-up on what will be required of them. Once a student has completed their site-related requirements, the clinical site should sign the student off or give them the green light. This is often a simple email stating that the student is good to go. It can be emailed to DugGradNursing@duq.edu

All incoming documents should be emailed to DugGradNursing@duq.edu so that the team can sync them with the TDx ticket.

Once all of the requirements and contracts have been received, the team will greenlight the student. The Clinical Coordinators will inform your internal DNP-Nurse Anesthesia faculty mentor that you are ready for the next steps and can start scheduling your project dates on site with your preceptor. The Clinical Coordinators will close your TDx request. Every evening, all clinical faculty are informed of all closures that occurred during the workday. Please note that TDx requests are only processed during business hours, M-F. A delay in submitting a TDx request can severely impact your program plan. Students who do not meet the semester-based announced deadlines on the Clinical Coordination Canvas page under Announcement will have to discuss program plan modifications with their academic advisor. Students should plan accordingly with their respective course offerings. A TDx request is required DNP-Nurse Anesthesia Practicum for the CRNA.

The Clinical Coordination team looks forward to processing your requests and seeing you succeed in your upcoming DNP-Nurse Anesthesia project. Please assist the Clinical Coordinators by submitting your requests in a timely and complete manner. TDx emails should be treated as regular emails and responded to within 24 hours during the M-F week. Students must use their Duquesne email address in all communications. If you have any difficulty networking for a clinical site or preceptor, please start by visiting the Clinical Coordination Canvas page under Module 3. Directories. The Clinical Coordination team can assist you after you have checked out the many zip-code-based search tools. We are available at DugGradNursing@duq.edu

Substance Use/Impaired Practice Policy for Nurse Anesthesia Students

PURPOSE

The purpose of these Substance Use/ Impaired Practice Policy for Nurse Anesthesia Students is to inform students enrolled in the Duquesne University School of Nursing (DUSON) Nurse Anesthesia Program, who are also enrolled in a major that includes a clinical health care component, about the policy and procedures related to impairment, unlawful use, manufacture, distribution or possession of controlled or illegal substances or alcohol. Aside from seriously affecting the physical and psychological functioning of the user, substance use may significantly affect the ability of students to administer safe care to patients entrusted to them in a clinical health care setting.

The purposes of this policy include promoting a healthy teaching/learning environment assisting students in maintaining personal and professional integrity, promoting patient safety and facilitating student educational success. The policy also fosters the development of professionals who are aware of the prevalence and adverse physical, psychological and social outcomes of substance use.

This policy also aims to ensure a safe clinical learning environment, and provide clear procedures for identifying, managing, and supporting nurse anesthesia students who may be impaired while on duty in academic or clinical settings. Early identification and rapid response to impaired practice may reduce the risk of patient and provider harm.

The DUSON recognizes that a substance use disorder (SUD) is a medically recognized condition as defined by the Diagnostic and Statistical Manual (DSM) that poses a risk for substantive harm to the affected student/practitioner and anyone with whom they have contact. (DUSON Nursing Graduate Student Handbook 2026-2027).

Guiding Principles

Any unlawful possession, use, manufacture or distribution of controlled or illegal substances or alcohol by any student enrolled in the nurse anesthesia program while in academic sites, labs or at a clinical site may be considered substance use or possible dependency and may constitute cause for dismissal from the program. Being under the influence of such substances when at clinical or educational sites will be treated similarly. 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.

In addition, there are circumstances in which students may need to take over-the-counter or prescribed medications that may impair their ability to function safely in the clinical environment and thereby endanger patients and self. As such, all students are responsible for being aware of the effect these medications may have on their ability to function safely in the clinical practicum and must notify the Nurse Anesthesia Program Director regarding the use of any medication that can impair performance prior to entering the clinical environment. Failure to do so may result in disciplinary action. In such circumstances, the student is encouraged to seek medical leave from their studies and/or contact the office of disability services to engage in the interactive process so that the university may determine if reasonable accommodations may exist.

DUSON recognizes that some states have legalized medical marijuana and certain amounts of recreational marijuana. Students are not permitted to use marijuana during clinical rotations as such use is not permitted by the School of Nursing's clinical partners while students care for patients due to patient safety considerations. Students will need medical clearance by their physician indicating that they meet the technical standards relating to clinical duties as outlined in this section of the handbook without marijuana use. Any student who receives a positive drug test for marijuana will not be permitted to attend the clinical portion of the program. This may impact a student's academic progress and ability to complete the program. Additionally, a student who has a medical marijuana card must comply with the University policy related to the use of medical marijuana. Students must also abide by the School of Nursing Medical Marijuana policy which is available in the Graduate Student Handbook on page 67. Clinical education/practicum sites may also require that students undergo drug/alcohol testing prior to placement or during clinical rotations at the site. Therefore, students may also be tested in accordance with the clinical training site's guidelines.

A student convicted of or arrested for violating any federal, state or local law or regulation pertaining to the manufacture, possession, sale, use or distribution of a drug or alcohol or misuse of prescribed or over-the-counter medications must report this conviction or arrest to their Nurse Anesthesia Program Director within five days of the conviction or arrest.

Failure or refusal to comply with any aspect of these Substance Use/Impaired Practice Policy for Nurse Anesthesia Students may impact academic progression. Examples of noncompliance include, but are not limited to, refusal to submit to immediate drug and alcohol testing or repeat testing, tampering or altering 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.

Definition of Impairment

Impairment is any condition that compromises a student's ability to safely perform clinical or academic responsibilities. Impairment may be caused by, but is not limited to:

- Alcohol or drug use (legal, illegal, prescribed, or non-prescribed)
- Medication side effects
- Fatigue or sleep deprivation affecting safe performance
- Physical illness or injury
- Psychological or emotional distress
- Cognitive impairment affecting judgment, coordination, or communication

Indicators of Possible Impairment (Source: AANA ([chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.aana.com/wp-content/uploads/2023/01/signs-and-behaviors-impairment-diversion-011523.pdf](https://www.aana.com/wp-content/uploads/2023/01/signs-and-behaviors-impairment-diversion-011523.pdf)))

SIGNS MAY INCLUDE (BUT ARE NOT LIMITED TO):

- Severe mood swings
- Personality changes
- Frequent or unexplained tardiness, work absences
- Illness or physical complaints
- Elaborate excuses
- Under performance
- Difficulty with authority
- Poorly explained errors, accidents or injuries
- Wearing long sleeves when inappropriate
- Confusion, memory loss, and difficulty concentrating or recalling details and instructions
- Visibly intoxicated
- Refuses drug testing
- Ordinary tasks require greater effort and consume more time
- Unreliability in keeping appointments and meeting deadlines
- Relationship discord (e.g., professional, familial, marital, platonic)
- Physical indications (e.g., track marks, bloodshot eyes, smell of drugs or alcohol, slurred speech, delayed reaction time, etc.)
- Deterioration in personal appearance
- Significant weight loss or gain

- Discovered unconscious or comatose
- Observation of one or more indicators may warrant further assessment.

Pursuant to Section 14.1. Impaired Professionals Program Section of the Pennsylvania State Board of Nursing's Practice Act:

Any hospital or health care facility, peer or colleague who has substantial evidence that a professional has an active addictive disease for which the professional is not receiving treatment, is diverting a controlled substance or is mentally or physically incompetent to carry out the duties of his license shall make or cause to be made a report to the Board: Provided that any person or facility who acts in a treatment capacity to impaired professionals in an approved treatment program is exempt from the mandatory reporting requirement of this subsection. Any person or facility who reports pursuant to this section in good faith and without malice shall be immune from any civil or criminal liability arising from such report. Failure to provide such report within a reasonable time from receipt of knowledge of impairment shall subject the person or facility to a fine not to exceed one thousand dollars (\$1,000). The Board shall levy this penalty only after affording the accused party the opportunity for a hearing, as provided in Title 2 of the Pennsylvania Consolidated Statutes (relating to administrative law and procedure).

To report a nurse suspected of having an impairment, or a licensee involved in the diversion of controlled substances, individuals or facilities may choose from one of the following reporting options:

Complete the Online Complaint Form via the Department of State website: <https://www.dos.pa.gov/Pages/File-a-Complaint.aspx>

Send a written report to the Professional Health Monitoring Programs (PHMP). Please include the following information in the written complaint:

Name of licensee suspected of having a mental or physical disorder.

Licensee's license number, social security number, or home address.

Provide specific information regarding the nature of the complaint, e.g. drug(s) licensee is suspected of diverting, positive drug test result.

Procedure

If a student is thought to be impaired, the Nurse Anesthesia Program Director (PD) should be notified immediately.

1. In any case where there is an immediate health or safety concern, the PD should contact the University public safety department.

2. In all other cases, the PD will go to the classroom, lab or clinical site (if they are suspected of being impaired in clinical) and contact a transportation service if needed to escort the student “for cause” for testing at a site determined by the Associate Dean for Student and Alumni Affairs, DUSON.
3. The PD may request that the student undergo a psychiatric evaluation to determine if the student is a danger to him/her/their self, such as expressing suicidal ideation or indicates potential for self-harm. As stated above, if there is an immediate safety concern, the PD should contact the University police to escort the student to an appropriate health care facility for evaluation.
4. Assure the student’s referral to the Foundation of the Pennsylvania Medical Society’s Nurses Health Program (NHP) for further assessment (cost born by the student). They can be reached at nhp-foundation@pamedsoc.org. Its website can be accessed by searching for The Foundation of the Pennsylvania Medical Society, selecting Peer Assistance Monitoring, then selecting Our Programs and clicking on the Nurses' Health Program. The NHP is the current Commonwealth of Pennsylvania contracted peer assistance program.
5. The student will be suspended from clinical pending the results of the drug screen.
6. Follow university/school of nursing policy regarding clinical suspension and counseling re: their rights as a student, pending the results of the drug screen. (See DUSON Nursing Graduate Student Handbook 2025-2026 for key points as noted below).
 - a. Must meet with the Associate Dean for Student and Alumni Affairs and a School of Nursing staff or administration member within 3 university days.
 - b. The student must notify the Associate Dean of Alumni Affairs and the Director of the NHP of the date of the assessment, within 5 university days of the assessment.
 - c. Signed releases must be executed within 5 university days from the referral to the NHP, allowing designated individuals to send confidential information regarding the student referral, treatment and progress as applicable.

Failures or refusal to comply with any aspects of this policy will be grounds for disciplinary sanction, including dismissal from the School of Nursing.

Confidentiality

The requirement that a student be tested as well as the test results will remain confidential and disclosed only to those individuals within DUSON with a need to know, as well as any licensing, registering or certification boards that have a need to know.

Self-Evaluation Examination (SEE) Policy

Nurse anesthesia students are required to complete the SEE exam offered by the NBCRNA once in the second year and once in the third year of the nurse anesthesia program.

Second-year nurse anesthesia students who do **not** meet the benchmark score will meet with program faculty to review the individual scores for each of the four subsections and develop a study plan. Second-year nurse anesthesia students are not required to retake the exam.

If the third-year student does not meet the benchmark score, they will be required to retake the exam at their own expense. Nurse anesthesia students are required to contact faculty to develop a study plan prior to the retake. **Meeting the required benchmark is required to pass GPNA 826: Anesthesia Role Preparation II.**

If the benchmark score is not achieved within three attempts (original and two retakes) the student will develop a remediation plan in conjunction with the program faculty. Graduation will be delayed if the student does not meet the course requirements. Student will obtain a grade of Incomplete "I" and will be expected to complete **GPNA 826: Anesthesia Role Preparation II** and all its requirements. The "I" grade means that you **will not** have to pay tuition for the class this summer/fall. Given this opportunity you will be provided with three (3) additional attempts to achieve the benchmark score, at your own expense. After your additional attempts on the SEE exam does reach benchmark you will earn a "**C**" in **GPNA 826: Anesthesia Role Preparation II** and have to repeat the course. You will need to register and then will be responsible for course tuition and fees.

Self-Evaluation Examination (SEE) Scheduling Procedure

Nurse anesthesia students will be registered for the exam by the program coordinator. It is the student's responsibility to schedule two testing dates and times and complete the exam as follows:

- Class of 2028: **on or before March 1, 2027 and September 30, 2027**
- Class of 2029: **on or before March 1, 2028 and September 30, 2028**

Testing center information will be provided to the nurse anesthesia students by the NBCRNA. Program fees will cover the cost of the second and third year SEE exam for the first attempt. Subsequent attempts will be paid by the student.

The current SEE fee is \$250 per examination and is subject to change by the NBCRNA.

For 2027-2028 Year in the Program	Score	Due date	Required Attempts	Retake Date Requirement
2 nd year	435	March 1, 2027	Once	NA
3 rd year	450	September 30, 2027	Three times (original and two retakes)	*Within 90 days from September 30 *Within 90 days from the first retake

The benchmarks are based on the Annual NCE and SEE Report for 2025 (5-year trend means). In year 3 and above the test takers total score and basic domain scores ranged 434-436. The four basic domains are: Basic Sciences, Equipment, Instrumentation, and Technology, General Principles of Anesthesia, and Anesthesia for Surgical Procedures and Special Populations

The DNP – Nurse Anesthesia Project

Doctoral projects reflect the student's attainment of the characteristics of the graduate for the DNP-Nurse Anesthesia degree identified in the AACN (2006) Essentials of Doctoral Education for Advanced Practice Nursing document and the objectives of the program. The DNP-Nurse Anesthesia Project should demonstrate original thinking and the ability to develop, implement and/or evaluate an area of advanced nursing practice. The DNP-Nurse Anesthesia Project must be evidence-based, and should involve a population, program, system, health policy or clinical intervention within healthcare and community organizations. All projects must clearly exemplify critical thinking at the doctoral level and appropriate use of scholarly methods to further the practice knowledge of nursing and impact the health outcomes of patients and populations among a variety of organizations.

All DNP-Nurse Anesthesia Projects should:

- a) Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b) Have a system (micro-, meso-, or macro- level) or population/aggregate focus.
- c) Demonstrate implementation in the appropriate arena or area of practice.
- d) Include a plan for sustainability (e.g., financial, systems or political realities, not only theoretical abstractions).
- e) Include an evaluation of processes and/or outcomes (formative or summative). DNP-Nurse Anesthesia Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- f) Provide a foundation for future practice scholarship. (AACN, 2015, p. 4)

DNP-Nurse Anesthesia projects are usually done in pairs, i.e. two students work together, however, the two individual students must contribute equally to the project and demonstrate equal design, implementation, and authorship of one unique part of the project. The Collaborative DNP/DNP-CRNA Project guidelines will be used to provide structure, process, and expectations of each student's contribution to the project.

The following guidelines define the structure of the **Collaborative DNP/DNP-CRNA Project**, and specific processes students and Faculty Mentors must follow to successfully complete this type of DNP/ DNP-CRNA Project.

Proposal Development

1. Students will work with their Faculty Mentors to identify an appropriate quality improvement project topic that is supported by an identified clinical site.
2. Once the students select their topic and team members a Collaborative DNP/ DNP-CRNA Project Faculty Mentor will be assigned.
3. Team Members and their Faculty Mentor will coordinate the presentation of their DNP/ DNP-CRNA Project Title and Project Overview to the appropriate Hospital QI Committee and the Duquesne DNP/ DNP-CRNA Committee
4. Each student of Collaborative Project Team and their Faculty Mentors will meet to discuss and create the following:
 - a. *DNP/ DNP-CRNA project purpose and overview*
 - b. Aims and Objectives and Role Responsibilities for each of the following phases of the project:
 - i. Synthesis of the research evidence and population data regarding the patient population and clinical problem or gap in practice
 - ii. Project Planning
 - iii. Project Implementation
 - iv. Analysis of project's findings
 - v. Presentation of Findings and Recommendations
 - vi. DNP/ DNP-CRNA Project Poster Presentation and Manuscript.
5. Team members, with Faculty Mentor approval, ***will develop a written proposal including Project Purpose, Aims and Objectives and how each student will contribute to their project's development. This process will be supported by the GPNS 959 Change Management and Project Analysis course. Course Faculty will assist students in the development of their project's Purpose, Aims and Objectives and will share their recommendations to their Faculty Mentors for the final draft of the Project Purpose, Aims and Objectives.***
6. Team Members and their Faculty Mentor will coordinate their Hospital and Duquesne IRB Submission following the Hospital and Duquesne guidelines for Quality Project Assessment.
7. Each student will participate in the development of the Project Protocol but **one** Project Protocol will be submitted per team.
8. Each student is expected to work collaboratively with their team and complete all activities assigned.
9. Each student is expected to provide critical and constructive feedback on each team member's work which may include synthesis of evidence, tables, and analysis

10. Each student is responsible for their specific project responsibilities as well as project management for the entire project.
11. Project team members and their Faculty Mentor will meet regularly to discuss **Project Progress Reports** at planned timepoints and throughout each phase of the DNP/ DNP-CRNA Project and discuss:
 - a. Effectiveness of team collaboration
 - b. Baseline data collection and project data collection
 - c. Preparing patients, staff, clinicians and all written materials
 - d. Using select strategies to implement and promote adoption of QI practice change
 - e. Effectiveness of communication with project partner(s) and clinical site leaders and staff about project implementation and any changes from the plan
 - f. Plan for communicating project outcomes with the hospital and Duquesne key stakeholders and setting staff including a Poster Presentation to project site staff and organizational leaders.
12. Each student will participate in the development of the final DNP/ DNP-CRNA Poster Presentation and receive Faculty Mentor approval prior to any public presentation of the project's results.
13. Each student team will contribute to the development of a professional manuscript following the Manuscript Guidelines of the Duquesne School of Nursing DNP Program and be noted as co-authors. The Collaborative Team Faculty Mentor will ensure that each student contributed equally to the content and format of the manuscript.
14. Students are responsible for entering the manuscript into Duquesne digital repository as directed by Library Staff.

Integrative and systematic reviews will not be considered as DNP-Nurse Anesthesia Projects.

The purpose of these guidelines is to assist the DNP-Nurse Anesthesia student in the preparation of a manuscript consistent with high standards of a scholarly DNP-Nurse Anesthesia Project. The appearance and content of the doctoral project should represent scholarly excellence in the discipline of nursing.

Choosing a Topic

The DNP-Nurse Anesthesia Faculty work closely with the Anesthesiology leadership at AHN-West Penn Hospital (this may be expanded to other facilities in the future) to determine the clinical/policy project needs of the Anesthesiology Service. After the project list is finalized, students receive it and submit their top three project preferences, along with their preferred classmate to work with as a team. Project assignments are made on a first come-first served basis based on the time date stamp of the email request submitted to the Nurse Anesthesia program Director. Development of the area of interest takes place during GPNS 948: Evidence Based Practice – Translation of Research to Practice. Throughout this course students explore the role of the DNP-Nurse Anesthesia in the development of evidence-based practice. Students are encouraged to consider the following when developing their topics:

- aspects of the clinical issue/problem to be explored;
- internal organizational data to support the existence of a clinical issue/problem and need for a practice change;
- feasibility of completing the project (current skills; time required; resources needed;

implementation site/organizational buy-in; population and instrument/resource availability);

- professional goals;
- local, regional or national nursing priorities;

Student's project needs to be approved by the Director, Nurse Anesthesia Program

Faculty Mentor Role in the Development of the DNP Project

As the student and the Faculty Mentor continue to develop the DNP-Nurse Anesthesia Project topic the following factors must be considered:

1. The project must relate to their choice of advanced practice or advanced role including administrative leadership, educational leadership, health policy, or public health.
2. The project is evidence based (i.e., there is a body of evidence to support implementation of a practice change and data to support a clinical issue/problem in a designated population)
3. The project focuses on identified need(s) of a group (system/organization), population or community rather than an individual person.
4. The DNP-Nurse Anesthesia student will function as the Project Manager; however, identifying collaborative partnerships and stakeholders supportive of the project are vital to the project's success.
5. Identification of a model or framework for design, implementation, and evaluation of the project outcomes.
6. The project meets accepted professional standards.
7. Opportunities are available for dissemination at professional and public forums that meet the student's time/financial constraints.

Examples of DNP-Nurse Anesthesia Projects

- Design and implementation of a protocol for managing maternal cardiac arrests on the Labor and Delivery Suite.
- Use of Revised Pain Medication Administration Guidelines in Post Anesthesia Care Unit: A Program Evaluation
- Implementation of End Tidal Carbon Dioxide Monitoring on Sleep Apnea Post-Operative Patients
- Peripheral nerve block education and training to CRNAs and CRNA students
- Obstetrical hemorrhage management using education and simulation training
- Implementation of Evidence-Based Perioperative Guidelines for the Management of Patients with Obstructive Sleep Apnea: A Quality Improvement Initiative
- Implementation of Acceleromyograph: A Quality Improvement Project Designed to Increase the Use of Quantitative Neuromuscular Blockade Monitoring
- Preoperative Non-Opioid Medications for the Management of Postoperative Pain: Creation of an Educational Module Based on Knowledge and Attitudes of Anesthesia Providers
- Efficacy of Prewarming Patients Having Urologic Procedures Under General Anesthesia in Reducing Perioperative Hypothermia

Please visit the Gumberg Library **DNP Repository** to review many examples of our DNP Student's DNP Project Manuscripts. The link to access this site is: <https://dsc.dug.edu/dnp/>

You can also review a national database of DNP Projects. ***The Doctors of Nursing Practice, Inc*** is an online community web site that provides a list of completed DNP scholarly projects contributed by other DNPs across the country. The link to access the web site is:

<https://www.doctorsofnursingpractice.org/doctoral-project-repository/>

When planning a scholarly project the following may be considered:

- Design, implement and evaluate a program of medication administration for a specific patient population
- Create an innovation in care technique that is piloted and evaluated within the health care setting
- Undertake the evaluation of a program of services for a specific patient population
- Develop, implement, and evaluate quality improvement initiatives within an organization
- Development or use of databases to improve clinical decision making, planning or evaluation
- Implementation and evaluation of innovative uses of technology to enhance/evaluate care or clinical competence
- Development and evaluation of new protocols, critical pathways, practice guidelines, etc.

Components of the Doctor of Anesthesia Practice Project Topic Approval

The DNP-Nurse Anesthesia Project Proposal is to be submitted by the established deadline. The proposal is to be consistent with and formatted to the most recent edition of the APA style manual.

At a minimum, the proposal should include:

Student and Faculty Mentor names and academic credentials.

DNP-Nurse Anesthesia Project Team Member(s)

Title of DNP-Nurse Anesthesia Project

Background and Significance

- Summary of clinical or administrative problem that is appropriate to student practice arena
- Background evidence supports problem identification and proposed intervention.
- Literature and Data Synthesis Summary
- Summary of formal frameworks, models, concepts, and/or theories

DNP-Nurse Anesthesia Project Aims and Objectives

- DNP Project Purpose Statement
- Logic Model Components
- DNP Project Aims and Objectives are feasible and measurable
- Project Team members

Project Design/Methods

- Quality Improvement, Program Evaluation, or Health Policy Analysis is selected
- Context: Setting and Population described

Results and Implications: Outcomes, for example, noted here.

References: Should follow the most recent edition of the APA guidelines.

Appendices: Appendices should be clearly marked and included at the end of the proposal packet if applicable.

The proposal must be reviewed by the Faculty Mentor for their approval. The Faculty Mentor will present the Proposal to the DNP Committee for review and approval. The DNP Committee Chair will send the Committee decision on the DNP-Nurse Anesthesia Project Topic Approval Form to the Faculty Mentor with recommendations, if applicable. The Faculty Mentor sends a copy to and reviews with their student making changes as required. The student will upload the document into Typhon. This information is also used to complete the Internal Review Board (IRB) approval process at Duquesne University.

Upon completion of the DNP-Nurse Anesthesia Project the student is responsible for completing the Doctor of Anesthesia Practice Program Final Approval Form in DocuSign and submitting it to their Faculty Mentor. Once all signatures are obtained this document will be loaded into Typhon by the student. Instructions on how to complete these forms can be found in the Canvas Graduate Advisement Site.

Doctor of Anesthesia Practice Project Team

The DNP-Nurse Anesthesia Project Team will at a minimum include three members: the DNP-Nurse Anesthesia student, their Faculty Mentor, and the student's DNP-Nurse Anesthesia Residency Preceptor(s). At least one member of the committee must be a Nurse Anesthetist. A doctorally prepared DUSON faculty may serve as a content expert if applicable. Other collaborators from Duquesne University or the community may contribute to the DNP-Nurse Anesthesia Project Team throughout the project.

The DNP-Nurse Anesthesia Project team will contribute to the development, implementation and evaluation of the DNP-Nurse Anesthesia Project. The final evaluation of the DNP-Nurse Anesthesia Project will be the responsibility of the Faculty Mentor and include feedback from the Project Team members.

If the DNP-Nurse Anesthesia Project Topic changes after DNP-Nurse Anesthesia Committee approval and/or a member of the DNP-Nurse Anesthesia Project Team changes, the DNP-Nurse Anesthesia student must submit the DNP-Nurse Anesthesia Project or Project Team Member Change Request Form to their Faculty Mentor for review and approval. The Faculty Mentor will then submit the request to the DNP Committee for review and approval.

Pre-requisites to Project Implementation

All clinical, site-specific, health requirements, and background clearances must be completed by the student prior to beginning a DNP Project at their project site. Students are reminded of these requirements semesters in advance and updated each term. If these requirements are not met, implementation of DNP Projects may be delayed.

Dissemination of DNP-Nurse Anesthesia Project

The DNP-Nurse Anesthesia student will be asked to prepare a manuscript that can be used for publishing in a peer reviewed print or online journal. The DNP-Nurse Anesthesia Faculty Mentor will assist the student in the selection of an appropriate journal if necessary. The Faculty Mentor has final approval of the manuscript as part of the overall evaluation of the DNP-Nurse Anesthesia Project. Please note that many affiliation agreements have specific verbiage regarding publication of project activities that have taken place on site. Please reach out to the Clinical Coordination team to review verbiage prior to publication.

During their last term in the program, the DNP-Nurse Anesthesia students are expected to develop and present a poster presentation regarding their scholarly work. This presentation will take place in July of their last term. Duquesne University School of Nursing faculty, administration, Residency Preceptors, invited family, friends and project stakeholders are invited and encouraged to attend.

Duquesne University Gumberg Library Repository

In addition to the completion of the DNP-Nurse Anesthesia Project the ultimate goal in the culmination of the DNP-Nurse Anesthesia Program is the dissemination of the findings related to the translation of evidence-based research that contributes to nursing knowledge related to quality improvement, programmatic, or patient care outcomes. The DNP-Nurse Anesthesia student must submit their manuscript to the DNP-Nurse Anesthesia Repository at Gumberg Library.

All DNP-Nurse Anesthesia students of Duquesne University are required to prepare and submit their DNP-Nurse Anesthesia Project Manuscript as an electronic document. Similar to the traditional, print and bound copy, electronic manuscripts are created using a standard word processor document format (PDF) and submitted as an electronic version to a webpage on the library's server where it is stored. It is expected that the student will review and follow the DNP-Nurse Anesthesia Manuscript Submission Guidelines that are provided.

The DNP-Nurse Anesthesia Portfolio

Each DNP-Nurse Anesthesia student is required to develop a professional portfolio to document the achievement of course specific objectives, program outcomes and the DNP-Nurse Anesthesia essential competencies. The development of the portfolio begins at the time of admission. Students are encouraged to properly label, save, and upload key documents throughout the length of the program to aid in the timely creation of their portfolio. The DNP-Nurse Anesthesia Portfolio will be documented through the students Typhon account. Upon admission, students will compile the following documents for the Professional Portfolio and upload them to Typhon:

- Current curriculum vitae (CV): a complete resume with dated work and practice, honors, awards, publications and presentations
- Copy of current RN license
- Copies of current advanced practice certifications
- Formal goal statement regarding your interest in DNP-Nurse Anesthesia

Throughout the DNP-Nurse Anesthesia Program the student and Faculty Mentor will discuss objectives that reflect the achievement of DNP-Nurse Anesthesia Essential competency areas and Duquesne's DNP-Nurse Anesthesia Program Outcomes. Students should review course objectives and consider their DNP-Nurse Anesthesia Project topic to plan appropriate activities throughout their program culminating in their DNP-Nurse Anesthesia Leadership Residency. The *DNP-Nurse Anesthesia Competencies Tracking Form* which documents successful completion of all DNP-Nurse Anesthesia competencies must be approved by the Faculty Mentor. Evidence of achievement of the stated objectives will be documented in the DNP-Nurse Anesthesia Portfolio. Examples of activities that would meet the competencies include:

- Article/assignment written for a particular course
- Documentation of achievement through a directed clinical experience
- Presentations
- Publications
- Clinical practice guidelines
- Policy planning/implementation
- Case studies
- Conferences activities
- or other agreed upon activities by the Faculty Mentor and student.

At the end of the student's final semester, the DNP-Nurse Anesthesia Competencies Tracking Form and DNP-Nurse Anesthesia Portfolio will be evaluated and approved by the student's Faculty Mentor.

Typhon

DNP-Nurse Anesthesia students enrolled are required to document their clinical experiences and evidence of competency completion through Typhon. This tool is used for tracking during the educational process. The user ID and password will be assigned by the Clinical Coordination Team at the School of Nursing. Training on the utilization of Typhon to maintain DNP-Nurse Anesthesia Portfolio documents and clinical hours will be provided during the Basic Principles of Anesthesia course by the Clinical Coordination team.

Eligibility for Graduation

A candidate for the Doctor of Anesthesia Practice degree must:

1. Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
2. Successfully complete a DNP-Nurse Anesthesia Project.
3. Successfully complete submit a DNP-Nurse Anesthesia Portfolio.
4. Satisfactorily complete required residency hours
5. Receive a satisfactory evaluation from their Residency Preceptor
6. Complete a DNP-Nurse Anesthesia Project manuscript as determined by the student's Faculty Mentor, and submit to the Gumberg Library DNP-Nurse Anesthesia Repository.
7. Present the outcomes of their DNP-Nurse Anesthesia Project to Duquesne University School of Nursing, faculty, staff, and invited guests.

Eligibility for graduation is determined by the Faculty Mentor and Graduate Academic Advisor at the end of the semester preceding the semester of graduation. However, the final recommendation for the degree completion of all requirement elements achieving the DNP-Nurse Anesthesia Essentials is based on the evaluation and recommendation of the student's Faculty Mentor. A student with an "I" or an "F" grade on a transcript, regardless if the course was part of the program's degree requirements, cannot graduate. The student must repeat the course or an equivalent course with a passing grade. Students, who are eligible for graduation, will receive information on the Application for University Degree as well as additional information concerning graduation from the Graduate Academic Advisor by the beginning of the final semester of study.