

Bachelor of Science in Nursing (BSN)

STUDENT HANDBOOK



ACADEMIC YEAR 2025-2026

Traditional BSN Track | Second Degree BSN Track | BME-BSN Track

WELCOME

Dear Undergraduate 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 #39 Best Bachelor of Science in Nursing
- Ranked #34 Best Online Master's in Nursing Programs
- Ranked #11 Best Online Master's in Nursing Programs for Veterans
- Ranked #7 Best Online Master's in Nursing Administration Programs
- Ranked #1 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.
- 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
- 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,



Dean and Professor

Directory

Administration

Dean

Mary Ellen Glasgow, PhD, RN, ANEF, FNAP, FAAN
540B Fisher Hall – 412.396.6554
glasgowm@duq.edu

Associate Dean for Student and Alumni Affairs

Kate DeLuca, EdD, MBA
550E Fisher Hall – 412.396.6551
deluca899@duq.edu

Associate Dean for Research

Melissa Kalarchian, PhD
544B Fisher Hall – 412.396.6552
kalarchianm@duq.edu

Associate Dean for Academic Affairs

Rebecca Kronk, PhD, MSN, CRNP, FAAN, CNE, ANEF
542C Fisher Hall – 412.396.4228
kronkr@duq.edu

Assistant Dean for Recruitment and Enrollment Management

Scott Copley, EdD
545C Fisher Hall – 412.396.4661
copley@duq.edu

Assistant Dean for Instructional and Clinical Technology

Joe Seidel, BA
503 Fisher Hall – 412.396.1398
seidelj@duq.edu

Assistant Dean for Clinical Skills and Simulation Education

Susan Williams, MSN, RN, CHSE
512 Libermann Hall – 412.396.4945
williamssue@duq.edu

Chair, Advanced Practice Programs

Denise Lucas, PhD, FNP-BCP
602 Fisher Hall – 412.396.6542
lucasd2495@duq.edu

Chair, Undergraduate Nursing Program

Torrie Snyder, PhD, RN
553E Fisher Hall – 412.396.1449
snydert2@duq.edu

Chair, Advanced Role and PhD Programs

Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN
527 Fisher Hall – 412.396.6545
zoucha@duq.edu

Endowed Chair, Jacques Laval Chair for Social Justice for Vulnerable Populations

Sr. Rosemary Donley, PhD, APRN, FAAN
534 Fisher Hall – 412.396.6555
donleyr@duq.edu

Director of Admissions

Brian Bost, MS
551D Fisher Hall – 412.396.6539
bostb@duq.edu

Director, Family (Individual Across the Lifespan) Nurse Practitioner Track

Laura Crimm, DNP, FNP-BC
606 Fisher Hall – 412.396.6458
crimml@duq.edu

Director, Clinical Immersion

Christine D'Antonio, MSN, RN
621 Fisher Hall – 412.396.1592
dantonioc@duq.edu

Director, Adult-Gerontology Acute Care Nurse Practitioner Track

Deborah Dillon, DNP, RN, CRNP, ACNP-BC, CCRN, CHFN, FAANP, FAAN
610 Fisher Hall – 412.396.5096
dillond@duq.edu

Director of Marketing

Ryan Fee
538 Fisher Hall – 412.396.4229
feer@duq.edu

Director of Academic Operations

Sean Flaherty, MEd
545A Fisher Hall – 412.396.2067
flahert2@duq.edu

Director of Undergraduate Adjunct Faculty and Clinical Affairs

Susan Kelly, EdD, RN, CMSRN, CNE, CHSE, PNAP
620 Fisher Hall – 412.396.6538
kellys8@duq.edu

Director, Second Degree BSN Track

Amber Kolesar, PhD, RN, CNE, CCRN
510 Fisher Hall – 412.396.1386
kolesara@duq.edu

Director, Business and Administration

Amy Konop, MBA
535 Fisher Hall, 412.396.5879
konopa@duq.edu

Director, Nursing Academic Advisement

Emily Lottes, MA
550D Fisher Hall – 412.396.1743
lottese@duq.edu

Director, DNP Program & MSN Executive Leadership Track

Mary Kay Loughran, DNP, MHA, RN
603 Fisher Hall – 412.396.6537
loughranm@duq.edu

Director, Academic Support and NCLEX RN Success

Mary Meyers, C.S.J., MSN, MS, BA, RN, AGNP-C
312 Fisher Hall – 412.396.6459
meyersm1@duq.edu

Director, Nurse Anesthesia Track

Michael Neft, PhD, DNP, MHA, CRNA, FNAP, FAANA, FAAN
608 Fisher Hall – 412.396.1914
neftm@duq.edu

Director, Forensic Nursing Track

L. Kathleen Sekula, PhD, PMHCNS, FAAFS, FAAN
523 Fisher Hall – 412.396.4865
sekula@duq.edu

Director of Ethics

Eric Vogelstein, PhD
525 Fisher Hall – 412.396.4466
vogelsteine@duq.edu

Assistant Director, Nurse Anesthesia Track

Rebecca Vrescak, DNAP, MHS, BSN, CRNA
613 Fisher Hall
vrescakr@duq.edu

Director, BME-BSN Track

Yvonne Weideman, DNP, MBA, RN, CNE, AHN-BC, CWOCN, CFCN
612 Fisher Hall – 412.396.4508
weidemany@duq.edu

Director of Graduate Clinical Faculty and Clinical Affairs

Donna White, DNP, CRNP, FNP-BC
601 Fisher Hall – 412.396.6548
whited5@duq.edu

Director, Psychiatric Mental Health Nurse Practitioner Track

Marci Zsamboky, DNP, PMHNP/CNS-BC, CNE
608A Fisher Hall – 412.396.2142
zsamboky@duq.edu

Directory

Faculty

Chris Baker, DNP, FNP-C, CRNP

Clinical Assistant Professor

626 Fisher Hall – 412.396.2645

bakerc@duq.edu

Kimberly Baker, MSN, RN, CARN, NPD-BC

Clinical Assistant Professor

550L Fisher Hall – 412.396.6459

bakerk17@duq.edu

Alison Colbert, PhD, PHCNS-BC, FAAN

Professor

515 Fisher Hall – 412.396.1511

colberta@duq.edu

Jessica Devido, PhD, CPNP

Associate Professor

519 Fisher Hall – 412.396.1032

devidoj@duq.edu

Manjulata Evatt, DNP, RN, CMSRN

Clinical Associate Professor

612A Fisher Hall – 412.396.4509

evattm@duq.edu

Ruth Foreman, DNP, FNP-BC, CRNP, RN, CNE

Clinical Assistant Professor

514 Fisher Hall – 412.396.1507

foremanr1@duq.edu

Steven Ganchuk, PharmD

Clinical Assistant Professor

514 Fisher Hall – 412.396.1434

ganchuks@duq.edu

Julie Hinkle, PhD, RN

Associate Professor

512 Fisher Hall – 412.396.2074

hinklej@duq.edu

Ergie Inocian, EdD, MSN, RN

Clinical Assistant Professor

550K Fisher Hall – 412.396.1513

inociane@duq.edu

Ruth Irwin, PhD, RN, CSN

Clinical Associate Professor

614A Fisher Hall – 412.396.2071

irwinr@duq.edu

Angela Karakachian, PhD, RN

Assistant Professor

524 Fisher Hall – 412.396.5229

karakachiana@duq.edu

Kimberly Kasper, DHSc, MS, ARNP-BC, SANE-A, CEN

Clinical Assistant Professor

Distance Faculty Member

kasperk@duq.edu

Megan Kitts, PhD

Assistant Professor

522 Fisher Hall – 412.396.6547

kittsm@duq.edu

Ralph Klotzbaugh, PhD, RN, FNP-BC

Clinical Assistant Professor

553A Fisher Hall – 412.396.1617

klotzbaughr@duq.edu

Frank Kosnosky, Jr., DNP, RNC-NIC, CRNP, FNP-BC, NP-C, NNP-BC, CCRN, C-ELBW, CNE

Clinical Assistant Professor

Distance Faculty Member

kosnoskyf@duq.edu

Jodi Licata, DNP, RN, CCRN, CNL

Clinical Assistant Professor

550M Fisher Hall – 412.396.1459

licataj@duq.edu

Cara Morrill-Stoklosa, DNP, MSN, Ed., RN, CMSRN, MHFA

Clinical Assistant Professor
553C Fisher Hall – 412.396.1009
morrillstoklosc@duq.edu

Lauren Narbey

Assistant Professor
516 Fisher Hall – 412.396.1509
narbeyl@duq.edu

Mai-Ly Nguyen Steers, PhD

Associate Professor
517 Fisher Hall – 412.396.4761
steersm@duq.edu

Nicole Pacella, DNP, PMHNP-BC

Clinical Assistant Professor
624 Fisher Hall – 412.396.1833
pacellan@duq.edu

James Schreiber, PhD

Professor
526 Fisher Hall – 412.396.1144
schreiberj@duq.edu

Theresa Stujenske, PhD, RN

Assistant Professor
513 Fisher Hall – 412.396.6543
stujensket@duq.edu

Makenzie Trader MSN, RN

Academic Support Coach
511 Fisher Hall – 412.396.2606
traderm@duq.edu

Garalynn Tomas, DNAP, M.Ed., CRNA-APRN

Clinical Assistant Professor
608 Fisher Hall – 412.396.1913
tomasg@duq.edu

Mayra Toney, DNP, RN

Clinical Assistant Professor
553B Fisher Hall – 412.396.5227
toneym@duq.edu

Melanie Turk, PhD, MSN, RN, FTNCS

Professor
521 Fisher Hall – 412.396.1817
turkm@duq.edu

Tasha Wheeler, MSN, RN, CCRN

Instructor
550J Fisher Hall – 412.396.1616
wheelert@duq.edu

Directory

Staff

Janet Bischof

Online Programs Admissions Faculty Coordinator

bischofj@duq.edu

Krista Baldauf

Graduate Academic Advisor

550B Fisher Hall – 412.396.2332

baldauf@duq.edu

Tara Boyers

Graduate Academic Advisor

550A Fisher Hall – 412.396.5228

boyerst@duq.edu

Carole Brletic

Data Management Assistant

529 Fisher Hall – 412.396.1815

brleticc@duq.edu

Mary Beth Calorie

Administrative Assistant

530 Fisher Hall – 412.396.1694

caloriem@duq.edu

Jaime Carter

Lab Assistant

513 Libermann Hall – 412.396.4662

carterj13@duq.edu

Theresa Clair

Clinical Coordinator

623 Fisher Hall – 412.396.1423

clairta@duq.edu

Kellie Dalton

Administrative Assistant

544C Fisher Hall – 412.396.6341

collier1@duq.edu

Jeannine Demblowski

Administrative Assistant

553D Fisher Hall – 412.396.6549

demblowskij@duq.edu

Susan Fisher

Coordinator for Research Administration

544 Fisher Hall – 412.396.5203

fishers7@duq.edu

Elizabeth Flanagan

Coordinator of Professional Development and Continuing Education Events

542 Fisher Hall – 412.396.2072

davidsone@duq.edu

Carolina Frantz

BSN-AID Director of Student Advocacy and Support

554C Fisher Hall

frantzc4@duq.edu

Johanna George

Admissions Coordinator

551C Fisher Hall – 412.396.2607

georgej4@duq.edu

Maddy Gormley

Nursing Recruiter

551B Fisher Hall – 412.396.6556

gormleym@duq.edu

Karl Honse

Lab and Multimedia Technology Specialist

515 Libermann Hall – 412.396.6544

honsek@duq.edu

Lisa Jones

Administrative Assistant

545 Fisher Hall – 412.396.6347

jonesl22@duq.edu

Kelli Kerr

Administrative Assistant

603A Fisher Hall – 412.396.6540

kerrk8@duq.edu

Trudi Mariani

Administrative Assistant

545 Fisher Hall – 412.396.1481

marianit@duq.edu

Bailey Norton

Project Manager

530 Fisher Hall – 412.396.6535

konopb@duq.edu

Amy O'Brien

Clinical Coordinator

622 Fisher Hall – 412.396.6536

obriena2@duq.edu

Brooke Quarrie

Part-Time Technology Specialist

544A Fisher Hall – 412.396.1508

quarrieb@duq.edu

Leigh Anne Rethage

Clinical Coordinator for Online Programs

604A Fisher Hall – 412.396.1481

rethagel@duq.edu

Marjorie Rishel

Online Testing Coordinator

604A Fisher Hall – 412.396.4465

rishelm@duq.edu

Christina Ruchka

Coordinator, Learning and Simulation Center

511 Libermann Hall – 412.396.2330

ruchkac@duq.edu

Carolyn Smith

Administrative Assistant

604 Fisher Hall – 412.396.5878

smithc14@duq.edu

Jill Speer

Assistant to the Dean

540 Fisher Hall – 412.396.6553

speerj@duq.edu

Peter Terrell

Academic Operations Coordinator

543 Fisher Hall – 412.396.1768

terrellp@duq.edu

Brittany Will

Student Success Coach

550C Fisher Hall – 412.396.5046

willb@duq.edu

Michael Williams

Student Success Coach

550G Fisher Hall – 412.396.5586

williams1126@duq.edu

Table of Contents

| | |
|--|----|
| INTRODUCTION | 1 |
| <i>THE SCHOOL OF NURSING HISTORY</i> | 2 |
| <i>UNIVERSITY MISSION STATEMENT</i> | 2 |
| <i>SCHOOL OF NURSING MISSION STATEMENT</i> | 3 |
| <i>SCHOOL OF NURSING VISION STATEMENT</i> | 3 |
| <i>SCHOOL OF NURSING PHILOSOPHY</i> | 3 |
| <i>VALUE STATEMENT OF INCLUSION</i> | 3 |
| <i>CONCEPTUAL FRAMEWORK</i> | 3 |
| <i>BSN PROGRAM OUTCOMES (For Students Entering the Program before Fall 2025)</i> | 4 |
| <i>BSN PROGRAM OUTCOMES (For Students Entering the Program after Fall 2025)</i> | 6 |
| <i>BME PROGRAM OUTCOMES*</i> | 6 |
| <i>STUDENT ACKNOWLEDGMENT OF POLICIES AND PROCEDURES</i> | 7 |
| <i>YOUR PARENTS/FAMILY AND YOUR EDUCATION</i> | 7 |
| <i>MULTIPASS INSTRUCTIONS</i> | 7 |
| <i>EMAIL</i> | 7 |
| <i>TECHNOLOGY REQUIREMENTS FOR NURSING STUDENTS</i> | 8 |
| Mac or Windows required..... | 8 |
| REGISTRATION AND GENERAL INFORMATION | 11 |
| <i>ACADEMIC CALENDAR</i> | 12 |
| <i>ACADEMIC ADVISEMENT</i> | 12 |
| <i>DUQUESNE PORTAL</i> | 12 |
| <i>REGISTRATION OF CLASSES</i> | 12 |
| <i>SCHOOL OF NURSING COURSE PREREQUISITE CHART</i> | 13 |
| <i>REGISTRATION HOLD, RESTRICTIONS, OR PROBLEMS</i> | 16 |
| <i>CHANGE OF SCHEDULE AND ADD/DROP</i> | 16 |
| <i>LEAVE OF ABSENCE</i> | 16 |
| <i>CREDIT OVERLOAD</i> | 17 |
| <i>CANCELLATION OF CLASSES/CLINICAL</i> | 17 |
| <i>UPDATING YOUR PERSONAL INFORMATION</i> | 18 |
| <u>TECHNICAL STANDARDS, ACCOMMODATIONS, TESTING INFORMATION, ATTENDANCE & OTHER ACADEMIC POLICIES</u> | 19 |
| <i>TECHNICAL STANDARDS</i> | 20 |

| | |
|--|-----------|
| ADA ACCOMMODATIONS | 22 |
| TEST PROCTORING PROTOCOL | 23 |
| REVIEW OF TESTING ITEMS | 26 |
| EXAMINATIONS AND QUIZZES | 26 |
| FINAL EXAM CONFLICT POLICY | 27 |
| BSN CLASSROOM ATTENDANCE POLICY | 27 |
| UNEXCUSED ABSENCES | 27 |
| RELIGIOUS OBSERVANCES | 28 |
| LOST ASSIGNMENTS | 28 |
| TIME LIMIT FOR DEGREE COMPLETION | 28 |
| CONFIDENTIALITY AND PRIVACY | 29 |
| TRANSPORTATION | 29 |
| STUDENT EMPLOYMENT/UNIFORM USE | 30 |
| ELECTRONIC DEVICES IN THE CLASSROOM AND CLINICAL SETTING | 30 |
| DEAN'S LIST AND SPECIAL DEAN'S LIST | 30 |
| THE NURSING HONORS PROGRAM | 31 |
| ELIGIBILITY TO PARTICPATE IN THE SCHOOL OF NURSING WHITE COAT CEREMONY | 31 |
| STUDENT SUPPORT SERVICES | 32 |
| ACADEMIC SUPPORT AND NCLEX/RN SUCCESS | 33 |
| SCHOOL OF NURSING NAP TUTORING PROGRAM | 33 |
| UNIVERSITY COUNSELING SERVICES | 33 |
| PSYCHOLOGY CLINIC | 34 |
| HEALTH SERVICES OFFICE..... | 34 |
| LEARNING SKILLS CENTER | 34 |
| CAMPUS MINISTRY..... | 34 |
| OFFICE OF STUDENT CONDUCT | 34 |
| OFFICE OF FIRST-YEAR DEVELOPMENT | 35 |
| OFFICE OF DISABILITYSERVICES..... | 35 |
| DUQUESNE CARES DRUG AND ALCOHOL SERVICES | 35 |
| CENTER FOR EXCELLENCE IN DIVERSITY AND STUDENT INCLUSION | 35 |
| FINANCIAL AID | 35 |
| TITLE IX SEXUAL HARASSMENT & SEXUAL MISCONDUCT | 36 |
| NON-DISCRIMINATION AND TITLE IX | 36 |
| ANTI-RETALIATION POLICY | 36 |
| UNDERGRADUATE NURSING PROGRAM ACADEMIC POLICIES | 38 |

| | |
|--|----|
| GRADING SCALE | 39 |
| ACADEMIC STANDING AND PROGRESSION | 40 |
| TRANSITION TO PROFESSIONAL PRACTICE PROGRESSION POLICY | 40 |
| INCOMPLETE GRADES | 41 |
| UPNS 224 CAREER MANAGEMENT & PROFESSIONAL NURSING PROGRESSION POLICY | 42 |
| PERFORMANCE IN THE CLINICAL PORTION OF A COURSE | 42 |
| BSN PROGRAM READMISSION POLICY | 43 |
| COURSE OR PROGRAM WITHDRAWAL | 43 |
| WITHDRAWAL FROM UNIVERSITY/TERMINATION OF ATTENDANCE | 44 |
| MEDICAL WITHDRAWAL | 44 |
| COSTS ASSOCIATED WITH REPEATING COURSEWORK | 47 |
| ACADEMIC INTEGRITY POLICY | 47 |
| DUQUESNE UNIVERSITY ACADEMIC INTEGRITY VIOLATION POLICY PROCEDURE AND TIMELINE . | 52 |
| ACADEMIC APPEAL PROCESS | 55 |
| FINAL GRADE APPEAL POLICY | 55 |
| Purpose | 55 |
| General Provisions | 55 |
| Grounds for Appeal | 55 |
| CODE OF CONDUCT..... | 59 |
| SUBSTANCE USE POLICY | 65 |
| PROFESSIONAL EXPECTATION AND CONDUCT DISCLOSURE STATEMENT | 67 |
| STUDENT HEALTH INSURANCE | 67 |
| ACADEMIC WRITING STANDARDS | 68 |
| STATUTE OF LIMITATIONS FOR ADVANCED STANDING CREDIT | 68 |
| AUDIO/VIDEO RECORDING POLICY | 68 |
| STATEMENT ON ARTIFICIAL INTELLIGENCE | 69 |
| CALCULATION OF SECOND-DEGREE PROGRAM QPA/GPA | 69 |
| NON-NURSING STUDENTS TAKING NURSING CLASSES | 69 |
| CLINICAL POLICIES | 70 |
| CLINICAL PREPARATION | 71 |
| NURSING HEALTH AND CLINICAL REQUIREMENTS | 71 |
| SCHOOL OF NURSING UNDERGRADUATE HEALTH REQUIREMENTS | 76 |
| INSTRUCTIONS FOR UPLOADING/SUBMITTING REQUIREMENTS | 76 |
| CLINICAL PLACEMENT | 76 |
| MEDICAL CLEARANCE | 77 |

| | |
|---|-----------|
| CLINICAL ATTENDANCE POLICIES | 77 |
| PREPARATION FOR THE CLINICAL DAY | 78 |
| MATH PROFICIENCY REQUIREMENT | 78 |
| CLINICAL AND/OR PRACTICUM CONDUCT | 78 |
| REPORTING OF INCIDENTS OR ILLNESS AFFECTING A STUDENT | 79 |
| PROFESSIONAL DRESS CODE | 81 |
| BSN Clinical Immersion Information | 87 |
| <i>Clinical Immersion Placement</i> | 88 |
| <i>Request to Change Clinical Immersion Group/Semester Assignment</i> | 88 |
| <i>Transportation to Clinical Immersion</i> | 88 |
| <i>Clinical Immersion Health and Clinical Requirements</i> | 88 |
| <i>Eligibility for Clinical Immersion Experience</i> | 88 |
| <i>Prerequisite Course Requirements to the Clinical Immersion Experience.....</i> | 89 |
| <i>Clinical Immersion Math Proficiency Requirement</i> | 89 |
| <i>Clinical Immersion Dress Code</i> | 89 |
| <i>Time Off During Clinical Immersion</i> | 90 |
| <i>Completion of Extracurricular Activities During the Clinical Immersion</i> | 90 |
| <i>Accommodations During Clinical Immersion Experience</i> | 91 |
| PREPARING FOR GRADUATION | 92 |
| REVIEW STATUS | 93 |
| CAREER DEVELOPMENT SUPPORT | 93 |
| NURSING LICENSURE INSTRUCTIONS | 93 |
| CHILD ABUSE RECOGNITION AND REPORTING REQUIREMENTS | 94 |
| ELIGIBILITY FOR GRADUATION | 95 |
| ELIGIBILITY FOR RECOGNITION FOR GRADUATION WITH HONOR | 96 |
| ELIGIBILITY TO WALK AT A COMMENCMENT CEREMONY..... | 96 |
| STUDENT ORGANIZATIONS | 97 |
| ALPHA TAU DELTA | 98 |
| CHI ETA PHI | 98 |
| DUQUESNE UNIVERSITY STUDENT NURSES ASSOCIATION | 98 |
| NURSES CHRISTIAN FELLOWSHIP | 98 |
| SIGMA THETA TAU | 99 |



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.

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.

CONCEPTUAL FRAMEWORK

The curriculum flows logically from the conceptual framework originally developed by the American Association of Critical Care Nurses. The Synergy model suggests that patient outcomes are enhanced when

the nurses' competencies are compatible with the characteristics or needs of the patient. When applied in the educational system, the center of attention for the model is the students and their learning. In the academic environment, developmental needs of the students are advanced when faculty competencies are aligned with the learning needs of nursing students. The competencies of the nurse identified in the model are those the faculty envisions as essential to the success of the nurses' interventions. Underlying all of the nurses' competencies is the unique contribution of nurses to provide "safe passage" for patients and their families through the health care environment. According to Curly (1998) these competencies are:

1. Clinical judgment – clinical reasoning that underpins decision-making in clinical practice, includes the assessment of given patient care situations, nursing skills, and safe patient care.
2. Advocacy and moral agency – representing the interests of the other and identifying and working to manage or explain ethical and clinical concerns. This dimension acknowledges the unique trust inherent in the nurse patient relationship.
3. Caring practices – constellation of nursing activities that are responsive to the uniqueness of the patient, family, group and community and create therapeutic environment. Caring practices include: vigilance, engagement and responsiveness.
4. Facilitation of learning – ability to use self to maximize patients' learning.
5. Collaboration – working with others to promote and encourage each person's contribution to achieving optimal goals for the patient. This includes intra and interdisciplinary work.
6. Systems thinking – appreciating the care environment and the interrelationships within and across health care systems.
7. Response to diversity – sensitive to recognize appreciate and incorporate differences between and among people along multiple dimensions in the provision of care.
8. Clinical inquiry – process of questioning and evaluating practice, assessing evidence base of practice and innovating through research and learning.

BSN PROGRAM OUTCOMES (For Students Entering the Program before Fall 2025)

1. **Integrates *clinical judgment* skills when implementing care for individuals, families, groups, and community.**
 - Analyzes one's clinical judgment skills when implementing care for individuals, families, and groups.
 - Demonstrates clinical judgment skills when implementing care for individuals.
 - Explains the meaning of, necessity for, using clinical judgment skills in one's professional role.
 - Utilizes safe practice in the delivery of patient care.
2. **Role models ethical, legal, and professional standards into one's professional nursing practice when acting as a *moral agent*.**
 - Engages in ethical decision-making.
 - Practices within the ethical and legal framework of one's profession.
 - Differentiates between the ethical and the legal aspects of one's profession.
3. **Displays a caring attitude in all aspects of one's *practice*.**
 - Integrates caring into all aspects of one's practice.
 - Initiates caring behaviors with self and others.
 - Expresses the importance of caring to professional practice.
4. **Institutes *collaborative* efforts for the improvement of care to individuals/families, and communities.**
 - Engages in collaboration with others in planning and implementing care.

- Describes the meaning of collaboration for the improvement of health care.
 - Identifies the meaning of collaborative care to one's practice.
5. **Demonstrates the ability to utilize integrated *systems analysis* for personal and professional navigation of the health care delivery systems.**
 - Examines the use of various strategies within the system that can be used to improve patient outcomes.
 - Explains how changes in the system can affect patient outcomes.
 - Identifies the meaning of a systems thinking approach.
 6. **Integrates culturally congruent care in caring for individuals/families of *diverse* populations.**
 - Implements care in a culturally sensitive manner with all persons.
 - Illustrates examples of culturally sensitive care.
 - Describes the meaning of cultural sensitivity.
 7. **Engages in evidence-based practice.**
 - Interprets the research process methodology as it is related to sound practice.
 - Gives examples of research-based practice.
 - Explains the meaning of clinical inquiry to a profession.
 8. **Incorporates teaching/learning process into all aspects of one's practice.**
 - Engages in the development of teaching plans to promote the health of patients, groups, and communities.
 - Explains the teaching/learning process.
 - Discusses the relationship of teaching to health promotion.
 9. **Participates in ongoing educational activities that enhance professional growth and improve health care.**
 - Identifies extra-curricular opportunities to enhance professional development.
 - Articulates the benefits of engagement in activities that support professional development.
 - Utilizes best practices in improving the health of individuals, groups, and communities.
 10. **Utilizes evolving information technologies to enhance professional nursing practice.**
 - Utilizes technology in academic and clinical settings.
 - Participates in analysis of ethical considerations when using technology.
 - Demonstrates competencies in the use of technology in the clinical setting.
 11. **Communicates effectively both verbally and in writing to all individuals and groups.**
 - Incorporates major communication theories in all interactions.
 - Analyzes factors that promote/interfere with effective communication.
 - Examines the major principles of therapeutic communication.
 12. **Uses leadership abilities to influence professional nursing practice.**
 - Examine nursing leadership roles.
 - Apply the principles of leadership in clinical environments.
 - Participate in interprofessional collaboration to influence efficiency of healthcare services.
 13. **Evaluates the interrelationship of nurse competencies and the patient characteristics to patient outcomes.**
 - Utilizes the unique strengths of the patient characteristics and the nurse competencies to affect patient outcomes.
 - Examines the interrelationship of nurse competencies and the patient characteristics to patient outcomes.

- States the patient outcomes and the nurse competencies.

BSN PROGRAM OUTCOMES (For Students Entering the Program after Fall 2025)

1. Integrates clinical judgement skills and nursing knowledge, as well as knowledge from other disciplines, in providing culturally congruent care for individuals, families, and diverse groups/populations
2. Provides culturally congruent and holistic nursing care to persons, families, and communities of similar and diverse cultural contexts
3. Incorporates knowledge of health disparities and social determinants of health in all areas of nursing practice focusing on health equity and advocacy across the healthcare delivery continuum
4. Engages in evidence-based practice to improve patient outcomes and transform health care
5. Utilizes system effectiveness and individual performance to improve the quality and safety of nursing practice
6. Fosters innovation in the area of interprofessional education and collaborative practice
7. Institutes collaborative efforts to help prepare nurses navigating within complex health care organizations utilizing system-based practices
8. Utilizes evolving information technologies to provide safe, quality care and enhance professional nursing practice
9. Models the characteristics of professional nursing practice by valuing caring practices, demonstrating accountability, and acting with moral agency
10. Participates in ongoing activities that enhance professional growth, personal well-being, and leadership capacity

BME PROGRAM OUTCOMES*

1. An ability to apply knowledge and principles of mathematics (including differential equations and statistics), science (including physiology and biology), and engineering.
2. An ability to design and conduct experiments as well as to analyze and interpret data from both living and non-living systems.
3. An ability to design a system, component, or process to meet desired including those associated with the interaction between living and non-living systems.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems including those associated with the interaction between living and non-living systems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global and societal context.
9. A recognition of the need for, and an ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

*BME/BSN Students must meet both BME and BSN Program Outcomes

STUDENT ACKNOWLEDGMENT OF POLICIES AND PROCEDURES

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 acknowledgement 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.

YOUR PARENTS/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 Student Success Coach or 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.** For matters where parents must be involved, students must also be present (unless unable, due to circumstances). Students are sometimes under the erroneous impression that having parents call is more effective, but the truth is that it often delays action, and results in the same outcome. Your Student Success Coach 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.

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 is the portal through which you can access information, including the ability to view and print your course schedule, and access your DU email and 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. Please remember that you must initialize your MultiPass account in order to gain access to your student resources.

EMAIL

An email account is automatically created for you once you return your acceptance form indicating your intention to enroll. You may access this account from anywhere. This is the account to which all official emails 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.**

- Log on to the Duquesne Portal
- Select the E-mail icon from the landing page

TECHNOLOGY REQUIREMENTS FOR NURSING STUDENTS

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

An iPad may be purchased as an additional device to the laptop, but is not required.

LAPTOP:

Mac or Windows required.

- *Chromebooks are **not** compatible*
- *Windows RT, Windows 10 S, and Windows **11 S** are **not** compatible*

Mac:

- Operating System: MacOS Sonoma (version 14) or later
Examples of compatible Apple laptops (estimated prices may vary)
 - **13” MacBook Air** with M2 chip (Meets minimum requirement)
 - **13” MacBook Air** with M3 chip (Meets expectations)
 - **15” MacBook Air** with M3 chip (Meets expectations)
 - 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
- 10th Generation **Intel i5** CPU or higher **OR** 3rd gen AMD Ryzen CPU or higher
- 256+GB SSD storage
- 8GB RAM minimum (16GB recommended)
- Webcam (*integrated internal webcam or external USB webcam*)

Examples of compatible Windows laptops (estimated prices may vary)

- **Dell Latitude 7430** (Meets expectations)
- **Dell Latitude 7440 2-in-1** (Exceeds expectations)

Laptops purchased from outside retailers may also be acceptable, provided they meet the specifications above. However, they are not supported by the campus store, cannot be repaired on-campus, and may not have an extended warranty included. Please contact the School of Nursing Office of Technology (nursingexam@duq.edu) if you would like to confirm your computer is compatible.

The Computer Store also offers loaner devices (while supplies available) if your device requires an extended amount of time to be repaired and is another benefit of purchasing from the campus store.

iPad

In addition to a laptop, an iPad may be purchased as an additional device for use with eBooks and point-of-care apps. It can be used at clinical, in the lab, and the classroom, but is not required. Laptops are also able to access all eBooks and resources.

- Acceptable iPads include the iPad mini A17 10th generation iPad or the iPad Air M2.
- Cellular service not required.
- Keyboard Case and/or Apple Pencil are acceptable, but not necessary.
- iPadOS 18 minimum (beta versions are not compatible) 64GB or greater.

iPad Apps

| App | Purpose | Price |
|---------------------------------------|---|-------|
| Recommended | | |
| CANVAS | View updates to your courses and content (Safari web browser can also be used) | Free |
| Elsevier eBooks | Access nursing eBooks (eBook code emailed to you from Duquesne Bookstore) | Free |
| UpToDate | Access mobile resources for clinical (Account activated through Gumberg Library) | Free |
| Nearpod | Participate in polling and interactive activities | Free |
| Exemplify | Take quizzes and exams with ExamSoft | Free |
| HESI Secure Browser | Take HESI exams | Free |
| Outlook | Access university email | Free |
| OneDrive | Store and sync files in the cloud | Free |
| Box | Store and sync files in the cloud | Free |
| Word | View/Edit Word Files | Free |
| Excel | View/Edit Excel Files | Free |
| PowerPoint | View/Edit PowerPoint slideshows | Free |
| Adobe Acrobat Reader | View, scan, annotate and share PDF files | Free |
| Adobe Fill & Sign | Complete and sign PDF forms | Free |
| Zoom | Participate in video conferencing | Free |
| Optional | | |
| Chrome | Web browser | Free |
| Dropbox | Sync files between computer and iPad | Free |
| myCB | Complete health and other requirements | Free |
| OneNote | Take notes and sync to cloud and other devices | Free |

| | | |
|----------------------------|--|--------------|
| Notability | Take notes and sync to cloud and other devices | \$8.99 |
| Evernote | Take notes and sync to cloud and other devices | Free (basic) |

Software/Applications

- Microsoft Office 365 or later ([download available for FREE as a Duquesne student](#))
- Adobe® Reader DC or later ([download available for FREE](#))
- [Mozilla Firefox](#) web browser
- [Google Chrome](#) web browser

The [DU Computer Store](#) sells computer and iPad hardware, software and warranties to students at educational discount prices. The Computer Store is located in the Duquesne Union.

Note: Students are **not** required to buy their computer or iPad at the DU Computer Store. However, only devices purchased through the DU Computer Store can receive Duquesne’s warranty and are guaranteed to receive repair service from the campus store.

A decorative graphic consisting of a blue trapezoidal shape on the left side, tapering to a point on the right. It is composed of several overlapping semi-transparent shades of blue.

REGISTRATION AND GENERAL INFORMATION

REGISTRATION AND GENERAL INFORMATION

ACADEMIC CALENDAR

The academic year at Duquesne University is based on 3 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 mid-May to late July/early August

For exact dates or changes to the academic calendar, students are referred to the published University Academic Calendar

<http://www.duq.edu/academics/academic-calendar>

For dates of final exams and HESI exams in the School of Nursing, students will receive notification from the School of Nursing. Students are expected to take School of Nursing final and HESI exams when scheduled by the School of Nursing, which may vary from the University Academic Calendar. Additional testing policies can be found starting on page 18.

ACADEMIC ADVISEMENT

Every student attending the University is assigned a Student Success Coach. The School of Nursing Student Success Coaches are:

Undergraduate Students

Last Names A-G

Mr. Michael Williams
550G Fisher Hall
412.396.5586
william1126@duq.edu

Undergraduate Students

Last Names H-O

Ms. Brittany Will
550C Fisher Hall
412.396.5046
willb@duq.edu

Undergraduate Students

Last Names P-Z

Ms. Emily Lottes
550D Fisher Hall
412.396.1743
lottese@duq.edu

Students are to consult with their Student Success Coach prior to registering each semester as well as to discuss any questions or concerns related to your progression at any time during the semester. To make an appointment, students must use the Starfish scheduling tool.

DUQUESNE PORTAL

The Duquesne Portal through which you can access Duquesne University information, including the ability to view and print your course schedule, your financial aid package, and a multitude of other resources and services. The Duquesne 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

Due to the complexities of ensuring students are achieving all of the required theory and clinical components of the nursing curriculum, the Office for Student and Alumni Affairs will register all students for the nursing courses associated with their program. Students are required to take the nursing courses as assigned by the Office for Student and Alumni Affairs to ensure that all students have the opportunity to complete their required nursing coursework. The Office for Student and Alumni Affairs will complete registration of Nursing

courses prior to the first day students are eligible to register for courses, so that students have the opportunity to register Bridges curriculum, science courses and labs, and elective courses that meet their scheduling needs.

As per University policy, students are not permitted to audit required courses for their degree program. Therefore, students are expected to attend the course/section for which they are registered. Non-compliance to this policy may result in disciplinary action and may incur additional tuition and fees from the University.

Students who have completed 15 or more Duquesne credits may register using Self Service Banner (SSB). First semester Freshmen, External Transfers, and ESL students may not use SSB for Registration.

Once registration has been completed on SSB, the Student Success Coach will receive notification of your registration within 24 hours. You will be contacted by your Student Success Coach ONLY if there is a problem with your class schedule and will be advised regarding how to revise your schedule.

PRINT A COPY of your schedule using SSB. Final course grades can be obtained via SSB at the end of each semester. **You will NOT receive a paper grade report.**

SCHOOL OF NURSING COURSE PREREQUISITE CHART

The following table is a list of course prerequisites for registration. If a prerequisite is listed for a course, you are not permitted to register for that course until all prerequisite requirements are met.

| Course Number | Course Title | Prerequisite |
|------------------|--|---|
| Freshman | | |
| UPNS 103 | Nutrition for Wellness | None |
| UPNS 113 | Human Development & Health Promotion Across the Lifespan | None |
| UPNS 121 | Community Engaged Professional Nurse | None |
| Sophomore | | |
| UPNS 200 | Fundamentals of Nursing Practice & Clinical Ethics | None |
| UPNS 218/218L | Health Assessment | None |
| UPNS 224 | Career Management & Professional Development | None |
| UPNS 232 | Adult Health & Illness I | Fundamentals of Nursing & Clinical Ethics Health Assessment + Lab |
| UPNS 239 | Pharmacology in Nursing Practice I | None |
| UPNS 339 | Genetics in Nursing Health | None |
| Junior | | |
| UPNS 324 | Cultural Application in Clinical Practice | None |
| UPNS 325 | Pharmacology in Nursing Practice II | Pharmacology in Nursing Practice I |
| UPNS 326 | Pathophysiology for Nursing Practice | Microbiology |
| UPNS 349 | Adult Health & Illness II | Adult Health & Illness I |
| UPNS 352 | Leadership & Management Theory in Clinical Environments | Pharmacology for Nursing Practice II Pathophysiology for Nursing Practice Adult Health & Illness II Co-Requisite: Clinical Immersion Leadership in Professional Nursing |

| | | |
|---------------|---|--|
| UPNS 364 | Clinical Immersion Leadership in Professional Nursing | Pharmacology in Nursing Practice II Pathophysiology for Nursing Practice Adult Health & Illness II Career Management & Professional Development Co-Requisite: Leadership & Management in Clinical Environments |
| Senior | | |
| UPNS 344 | Nursing for Children's Health | Fundamentals of Nursing & Clinical Ethics Health Assessment + Lab |
| UPNS 348 | Nursing for Maternal-Newborn Health | Fundamentals of Nursing Practice & Clinical Ethics Health Assessment + Lab |
| UPNS 355 | Behavioral Health | Fundamentals of Nursing Practice & Clinical Ethics Health Assessment + Lab |
| UPNS 357 | Population Health | Fundamentals of Nursing Practice & Clinical Ethics Health Assessment + Lab |
| UPNS 400 | Critically Ill Adult | Pharmacology for Nursing Practice II Pathophysiology for Nursing Practice Adult Health & Illness II |
| UPNS 411W | Nursing Ethics Across the Lifespan | None |
| UPNS 431 | Enhancing Quality & Safety Through Evidence Based Practice and Technologies | Fundamentals of Statistics |
| UPNS 445 | Synthesis for Nursing Practice | Pharmacology for Nursing Practice II Pathophysiology for Nursing Practice Adult Health & Illness II |
| UPNS 453 | Transition to Professional Practice | Synthesis for Nursing Practice *Students must be in their final semester of study and have completed all coursework up to this semester, according to their curricular plan of studies |

| Second Degree | | |
|---------------|---|---|
| UPNS 119 | Contemporary Professional Nursing Technology | None |
| UPNS 124 | Cultural Issues in Health Care | None |
| UPNS 218/218L | Health Assessment | None |
| UPNS 200 | Fundamentals of Nursing Practice & Clinical Ethics | None |
| UPNS 326 | Pathophysiology for Nursing Practice | Microbiology |
| UPNS 339 | Genetics in Nursing Health | None |
| UPNS 309 | Pharmacology for Nursing Practice | None |
| UPNS 232 | Adult Health & Illness I | Fundamentals of Nursing Practice and Clinical Ethics Health Assessment + Lab |
| UPNS 344 | Nursing for Children's Health | Fundamentals of Nursing & Clinical Ethics Health Assessment + Lab |
| UPNS 348 | Nursing for Maternal-Newborn Health | Fundamentals of Nursing Practice & Clinical Ethics Health Assessment + Lab |
| UPNS 355 | Behavioral Health | Fundamentals of Nursing Practice & Clinical Ethics Health Assessment + Lab |
| UPNS 357 | Population Health | Fundamentals of Nursing Practice & Clinical Ethics Health Assessment + Lab |
| UPNS 411W | Nursing Ethics Across the Lifespan | None |
| UPNS 400 | Critically Ill Adult | Pharmacology for Nursing Practice Pathophysiology for Nursing Practice Adult Health & Illness I |
| UPNS 424 | Leadership and Management in Clinical Environments | Adult Health & Illness I |
| UPNS 453 | Transition to Professional Practice | *Students must be in their final semester of study and have completed all coursework up to this semester, according to their curricular plan of studies |
| UPNS 349 | Adult Health & Illness II | Adult Health & Illness I |
| UPNS 431 | Enhancing Quality & Safety Through Evidence-Based Practice and Technologies | Fundamentals of Statistics |

***Traditional Undergraduate track: all science courses must be completed before progressing to the junior level

Updated: 7.15.25

eBILLS ON SELF SERVICE BANNER

The tuition billing process at the university is paperless. All bills can be viewed via CASHNet 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
- **Don't forget to print the eBill.**

REGISTRATION HOLD, RESTRICTIONS, OR PROBLEMS

You will not be able to complete your registration process if you have a restriction placed on your account. Please check "View Holds" prior to attempting to register either with your Student Success Coach or via Self Service Banner. To access "View Holds" via Self Service Banner, click on the Student Information tab and select the "View Holds" link. Please follow instructions contained in the link to remove holds. A technical problem may prevent you from accessing Self Service Banner. If you receive an error message, you may contact the CTS helpdesk for technical assistance at 412-396-4357.

CHANGE OF SCHEDULE AND ADD/DROP

Students requiring a change of class schedule (to change class times or to add/drop a class), are permitted to do so during the periods of Pre-registration, Final Registration, and Late Registration. Change of class schedule is not permitted after the Latest Date for Change of Schedule as announced in the Academic Calendar published on the Duquesne Portal. All schedule changes must be approved by the Student Success Coach. Courses dropped after the deadline for making schedule changes are classified as course withdrawals. Complete withdrawal refunds are based on dates published in the academic calendar.

LEAVE OF ABSENCE

In certain cases, students may be permitted to take a temporary Approved Leave of Absence. Three types of temporary leave exist at the graduate level: medical, military, and personal.

A **Medical Leave of Absence** is defined as a leave that is granted based upon a recommendation from a licensed healthcare provider who is not a close family member (e.g., parent). Students may request a Medical Leave of Absence by submitting to the academic dean, or his or her designee, a written request accompanied by a corroborating recommendation from said healthcare provider. An initial Medical Leave of Absence may be granted for up to one academic year. A student may request one-semester additions by supplying authorized corroboration. Students who are registered at the time they seek a Medical Leave of Absence may also seek a Medical Withdrawal and should consult the Catalog of Graduate and Professional Programs for the required procedure. Graduate students who are covered under the University's medical insurance plan must consult with the insurance provider to determine remaining semesters of eligibility while on Medical Leave.

A **Military Leave of Absence** is defined as a leave that 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 training of any type, whether voluntary or involuntary, may request a Military Leave of Absence by submitting to the dean, or his or her designee, a written request along with copies of official military orders. Students who are registered at the time they seek a Military Leave of Absence should consult the Catalog of Graduate and Professional Programs for the required procedure to file a Notice of Complete Withdrawal for the term. Requests for a 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** is defined as a leave that is granted based upon considerations other than medical reasons or military service. Requests for Personal Leaves of Absence are submitted to the relevant or

designated school committee or office, which forwards a recommendation to the school's academic dean. The dean makes the decision about the leave and his/her decision is final. A maximum of three semesters of Personal Leave may be granted. Students should request a Personal Leave at the time when 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 Catalog of Graduate and Professional Programs for the required procedure to file a Notice of Complete Withdrawal for the term.

Approved 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. However, a Personal Leave of Absence will not be granted for the sole purpose of extending a student's Statute of Limitations.

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 of Absence, students are not enrolled nor do they have "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 the 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.

International students should consult with the Center for Global Engagement before requesting an Approved Leave of Absence, since visa status and other related issues could be affected.

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

CREDIT OVERLOAD

Credit overload is considered a class schedule of more than 18 credits in the fall or spring semester for traditional and BME/BSN nursing students. Nursing students must have a minimum cumulative quality point average (QPA) of 2.75 and obtain permission from the Chair of the Undergraduate Program in order to take credit overload in any semester. Second Degree students are exempt from this policy.

Students who wish to register for credit overload in any semester should submit a letter of request, including reasons for the request, to the Chair of the Undergraduate Program who will review the request and decide to grant or deny the request.


CANCELLATION OF CLASSES/CLINICAL

Announcements about University class cancellations due to inclement weather or emergencies are made on all local radio and television station cancellation reports. Students will be asked to check their University email for clinical cancellations due to inclement weather or regional emergency. Decisions to cancel clinical will be made by 5 a.m.

When the University delays the opening of campus due to inclement weather nursing classroom courses will resume the time the campus is opened. For example, if the University closes campus until 10 a.m. and a nursing course is scheduled from 9 a.m. to 11 a.m., the class will resume at 10 a.m. and continue until the scheduled end time at 11 a.m.

UPDATING YOUR PERSONAL INFORMATION

Although it is possible to update an address in Self Service Banner, it is the responsibility of the student to keep the Office for Student and Alumni Affairs informed of any change in name, address, telephone, 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's Office and the Office for Student and Alumni Affairs promptly.

A decorative graphic consisting of a blue trapezoidal shape on the left side of the page, tapering to a point on the right. It is composed of several overlapping semi-transparent shades of blue.

**TECHNICAL STANDARDS,
ACCOMMODATIONS,
TESTING INFORMATION,
ATTENDANCE & OTHER
ACADEMIC POLICIES**

TECHNICAL STANDARDS, ACCOMMODATIONS, AND TESTING INFORMATION

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 health care settings.

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

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 Bachelor of Science in Nursing.

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

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

General Abilities

To provide quality nursing care the student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell so that data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. The student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium and movement. A student must be able to respond ***promptly*** to urgent situations that may occur during clinical 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 Ability

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 nonverbally 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.

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).

Students requesting accommodation should contact the Duquesne University Office of Disability Services at 412-396-6658.

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.

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. 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, Undergraduate Program Chair, 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 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.dug.edu/about/accessibility/disability-services.php>. Letters of Accommodations are issued by the University Office of Disability Services directly to faculty via Accomodate. Approved testing accommodations, from the Office of Disability Services, requires 3 business days' notice prior to an exam in order to be implemented.

The School of Nursing (SON) has its own process for providing accommodated exams. Once a student has registered with The Office of Disability Services, the student will receive two forms from the School of Nursing Online Testing Coordinator; the *Course Schedule Form* and the *Accommodation Notification Form*. The student must complete and return these forms before the SON can apply the accommodations effectively.

After the student has successfully returned the forms and registered for accommodations, the SON Testing Coordinator Office will send exam schedules via the student's Duquesne Email account. Students will usually

receive their exam schedules the week before an exam is held. Each schedule will direct a student to a smaller satellite classroom where specific accommodations can be applied. Students should pay close attention to their schedules, as they will not always be assigned to the same location and the starting times for accommodated exams may be different from the main classroom's starting time.

Students must reply to their email schedule with one of the following responses: confirm the exam schedule, waive testing accommodations, or identify a conflict/error with the assigned exam time. If students have any questions or need to change their schedule, they should inform the Online Testing Coordinator the week before the exam or at least 24 hours before the exam begins. Failing to reply to a schedule email will not terminate exam accommodations. Once the exam schedules have been distributed, the students are expected to take their exams at the time and location assigned by their schedules. Students may not change their exam schedule without informing the Online Testing Coordinator in advance.

On testing days, students should arrive at least 5 minutes before an exam begins. Late students may lose exam time or may not be permitted to test. Students must bring a fully charged laptop/tablet, student ID, and any other appropriate materials. If a student is delayed or absent due to an emergency (such as a sudden illness or accident), the student should alert both the Testing Coordinator AND the course instructor as soon as possible.

TESTING INFORMATION

TEST PROCTORING PROTOCOL

Faculty has the responsibility and obligation to provide a secure testing environment that ensures fairness for all students and supports academic honesty and integrity. Faculty must be empowered to manage the testing area assigned for the test, the students' behaviors, and materials used to take or administer the test. The following are some best practice guidelines for proctoring student test taking in undergraduate nursing:

Test Materials

1. Faculty may use methods of varying either content and/or physical make up of a test to create such variance that may have prophylactic value against student cheating.
2. Faculty may use varying methods of test distribution and collection to authenticate the test taker.
3. Students must return all test materials to the proctor or designee before retrieving any personal materials.
4. Faculty can invoke various methods of establishing unique identifiers to validate students' work as authentic.

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.

Students' Belongings and Test Aids

1. Faculty will identify what test aids are to be used for both test taking execution, (e.g., pencil, computer) and content support (e.g., calculator). 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. Students must place all personal belongings in a designated area established by the proctor and not to 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.

Remote Testing Protocols

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
- For the 360-degree Exam Environment: View process prior to each 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.)

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 Environment View” is completed.
- 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.
 - Students are not permitted to take pictures of the exam, rationale, or exam review.

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.

Test Ending Protocol

1. When the proctor signals that test time is over, students must cease writing of any kind (or typing/clicking if using an electronic testing device). If a student continues marking a test, the student could receive a zero and/or an Academic Integrity Violation.
2. Faculty can invoke various methods of establishing unique identifiers to validate students’ work as authentic.

Dealing with Transgressions

1. If the faculty proctor suspects that there has been a violation of academic honesty by a student or group of students, they reserve the right to act in ways that confirm or negate such acts. These acts may include, among others:
 - a. Ask a student to move their seat or move to another seating area.
 - b. Ask a student to focus their eyes on test materials.
 - c. Ask a student to produce a “cheating source,” especially if concealed.
 - d. Ask a student(s) to stop taking a test; collect the test materials.
2. If a student alerts the faculty proctor that another student or group of students are cheating,

the faculty member may act in ways that confirm or negate such acts and are delineated above.

3. Such acts should not immediately be construed that the student(s) is in fact cheating, but that the faculty member must undertake the appropriate due diligence to ensure academic honesty during test taking.
4. Under no circumstances are students to take a photograph of their exam materials during the examination or during the review of the examination with their cell phone or any other electronic device.

Sanctions

Faculty who find students in violation of clear directives related to ensuring the academic integrity of the test taking environment and test taking procedures will result in an academic integrity action and/or an Academic Integrity Violation.

Testing Issues

Any issue of concern related to testing conditions must be brought to the immediate attention of the test proctor at the time of the test. The student must notify the course faculty of the issue of concern within 24 hours of the testing experience. The university cannot guarantee a distraction-free environment, but every effort will be made to provide a testing environment conducive to test-taking.

REVIEW OF TESTING ITEMS

Students are permitted to review quizzes, midterm and final exams with the exception of the HESI examinations. The method for review is determined by the individual course faculty. Requests to review test items must be made within two weeks of posting of the grade. Requests made after this time may not be considered. Students are not permitted to duplicate or take a screen capture/photograph of the examination materials during the review. Students are able to review the rationales immediately after submitting the examination before exiting the secure, locked-down application for non-Exit HESI Examinations. For HESI exams given in eight-week courses, students taking a HESI during term one will receive access to remediation packets for their HESI exam at the end of the full semester. Specific test items/questions are not permitted to be reviewed on any HESI exam. Item rationales and individualized student strengths and opportunity reports are available.

EXAMINATIONS AND QUIZZES

Nursing students **must** complete the mock exams when scheduled at the beginning of each semester and as needed during the semester. This exam is designed to ensure that all students have the appropriate hardware necessary to take their exams, and to identify potential issues prior to the exam testing period. If a student has not taken the necessary mock exam prior to their exam day they may be barred from completing their exam until such time that the mock exam is completed and they will receive a Violation of Professional Conduct.

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

Vacations and social events are not considered to be excused absences. Students are advised not to make any personal or travel plans, including job interviews until all course requirements have been met.

Failure to contact a faculty member prior to a student's absence for an examination or quiz (without a documented emergency) is considered a no call, no show and a grade of 0 will be given for the examination or quiz.

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.

FINAL EXAM CONFLICT POLICY

Students are responsible for reviewing their own final exam schedule and determining if there may be a conflict with their final exams. If a student identifies a conflict, they are to notify the Administrative Assistant for Undergraduate Programs at least two weeks prior to the final exam period. The School of Nursing will move the nursing exam for any direct conflicts (exact or overlapping day AND time), if a student has an EXIT HESI and another final exam scheduled for the same day, or if a student has 3 or more final exams in one day.

BSN CLASSROOM ATTENDANCE POLICY

Research has consistently demonstrated that regular class attendance is positively correlated with improved academic performance and higher grades. Regular and punctual attendance is expected as it promotes your knowledge to provide safe patient care. Attendance will therefore be taken in the interest of a more comprehensive assessment of your individual performance in this course.

Taking Attendance

Students will be asked to verify their attendance at the faculty member's discretion. **Students may only verify attendance for themselves. Verifying attendance for someone who is not in attendance (sending sign-in codes, or signing in for a peer, etc.) could result in disciplinary action up to and including failure of the course.** If synchronous class meetings are scheduled for an on-line course, students are expected to attend these classes as assigned. Students should notify their faculty member of an absence per the course syllabus. If a student is absent from class it is at the faculty member's discretion to allow make-up for any associated in-class activities.

Late Arrivals

The faculty member has the freedom to require students who are late to wait until a scheduled break in the class before allowing them to enter the classroom. If a student is late to class, it is at the faculty member's discretion to give credit for attendance and/or any associated in-class activities (i.e., assignments, unannounced quizzes) for that day.

UNEXCUSED ABSENCES

Class absences that are not excused per the student handbook may affect the student's final course grade. A student's late arrival, early departure, lack of preparation for class, *or lack of engagement in the classroom / lack of attention (e.g., constant use of cell phones; sleeping; shopping online)* may be counted by the faculty member as an absence. *The student may be asked to leave at the faculty member's discretion.* Classes will not

be recorded by faculty for students who are absent. Vacations and social events are not considered to be excused absences. Students are advised not to make any personal or travel plans, including job interviews until all course requirements have been met. If a student is absent from class, it is at the faculty member's discretion to allow make-up for any associated in-class activities

ELIGIBILITY FOR STUDENT ATTENDANCE AT CONFERENCES/ACTIVITIES/SERVING ON SCHOOL OF NURSING COMMITTEES

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 (DUSNA, SNAP, SIGMA, etc.) 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.

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 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.

LOST ASSIGNMENTS

It is the student's responsibility to see that the faculty member receives all work/assignments submitted, including online submissions such as in CANVAS by the designated deadline. Students should always make and keep a copy of all papers/assignments submitted.

TIME LIMIT FOR DEGREE COMPLETION

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

A student with extraordinary circumstances may apply for an extension of this time limit. A written request must be submitted to the Academic Standing Committee for extension of the statute of limitations should include a reason for the request, and a plan and proposed date for completion of the degree. The student will be notified in writing by the Academic Standing Committee of the decision.

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); and 2) Protected Health Information (PHI) as defined by HIPAA.

As a DUSON Student:

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

DUSON may take disciplinary action against you up to and including termination or expulsion in the event you violate this Confidentiality Agreement. Clinical sites may refuse clinical placement of students who violate patient confidentiality.

TRANSPORTATION

Students are responsible for their own transportation to and from the various clinical facilities or community sites utilized throughout the program. Parking expenses at these facilities vary and are at the expense of the

student. Students **MUST HAVE** access to transportation for clinical experiences, however, most clinical sites can be accessed via public transportation. Students can also use taxi services, car services, ride share or carpool.

Questions about public transportation can be answered by calling the Port Regional Transit Office or going to their website. Bus schedules for all areas of the city and county are also available in the Commuter Lounge in the Student Union.

STUDENT EMPLOYMENT/UNIFORM USE

Some students choose to work during the academic year on weekends or during summer months. You are urged to consider your obligations to your academic program first before making any work commitments. Students are not permitted to miss class or clinical due to any work obligations and the School of Nursing will not accommodate work schedules for course registration or clinical placement. Additionally, students are not permitted to work overnight/night shift prior to attending clinical as this practice is unsafe for the student and patient(s). If a student is found to have worked overnight prior to attending clinical, they will face disciplinary sanctions.

As mandated by the Pennsylvania State Board of Nursing, students who work in clinical facilities outside of clinical practicum hours may not represent themselves as nurses or take on responsibilities of registered nurses. Duquesne student uniforms are to be worn **ONLY** during School of Nursing clinical experiences. Under **NO** circumstances is the Duquesne student uniform to be worn for other volunteer or paid employment purposes.

Second Degree students are strongly discouraged from working during the Accelerated Second-Degree BSN track due to the academic rigor and intensity of the curriculum.

ELECTRONIC DEVICES IN THE CLASSROOM AND CLINICAL SETTING

No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom. If the student needs to respond to an emergency text or phone call during class, the student is asked to leave the classroom and respond as deemed necessary.

Use of iPad mini computers (notebooks, etc.) during class shall be restricted to note taking and class-room activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity. Students are not permitted to wear earbuds during class, testing, or in a clinical setting.

Smartphones, iPads, and smartwatches can only be used to provide patient care in the clinical setting.

DEAN'S LIST AND SPECIAL DEAN'S LIST

Nursing students will achieve the distinction of being named to the Dean's List for any semester in which they meet both of the following criteria:

- Quality point average for semester of 3.50 to 3.99
- Completion of a full-time schedule (minimum 12 credits) exclusive of pass/fail credits.

Nursing students will achieve the distinction of being named to the Special Dean's List for any semester in which they meet both of the following criteria:

- Quality point average for semester of 4.0
- Completion of a full-time schedule (minimum 12 credits) exclusive of pass/fail credits.

The Office for Student and Alumni Affairs will obtain a list of students who are eligible for these distinctions. Acknowledgement of these distinctions are sent to the student.

THE NURSING HONORS PROGRAM

The Honors program is a way for traditional BSN students with strong academic potential to focus additional studies in an area of interest significant to nursing, develop an undergraduate thesis with faculty guidance, and gain the necessary scholarly inquiry skills needed for graduate school. Under the direction of a Nursing Honors Mentor, students will plan, carry out and write about an honors thesis project. Nursing Honors students will graduate with a diploma and transcript that states “With Honors.” The Director of the Honors Program administers the Nursing Honors program through the School of Nursing.

Students will be invited to apply to the program in the fall of their junior year. Decisions will be made by December 1st of the junior year. The work of the Honors Program takes place in three semesters— spring of junior year, fall of senior year and spring of senior year. In the first semester, students work with their Nursing Honors Mentor to develop their ideas about their Honors Project. Projects should demonstrate evidence of critical and analytical thinking related to a clinical problem in nursing and may take the form of either an evidence-based practice project or an original research project. In the first semester, students work with their Nursing Honors Mentor to decide on a topic for the project and begin to search the literature. The second half of the first semester is when students will submit a proposal of the project for Institutional Review Board approval. During the second semester (fall of senior year), students work with the Nursing Honors Mentor to carry out the project and begin to analyze the collected data. The final semester (Senior Elective- Honors) is when the student writes the Honors Thesis and presents the project at the University Undergraduate Research and Scholarship Symposium. This final course has been designated as a writing intensive course and can serve to satisfy one of the required writing intensive courses necessary to meet graduation requirements.

ELIGIBILITY TO PARTICIPATE IN THE SCHOOL OF NURSING WHITE COAT CEREMONY

In order for a student to be eligible for the School of Nursing White Coat Ceremony, they must have met one of the two following requirements:

1. Have completed at least one semester of Nursing coursework while officially a student within the School of Nursing
2. Be registered for a clinical course within the semester that the White Coat Ceremony is scheduled to take place

A blue graphic element consisting of a solid blue rectangle on the left that tapers to a point on the right, with a lighter blue gradient overlaying it.

STUDENT SUPPORT SERVICES

STUDENT SUPPORT SERVICES

ACADEMIC SUPPORT AND NCLEX/RN SUCCESS

The Director of Academic Support and NCLEX/RN Success, Sr. Mary Meyers is available to assist students with study needs related to nursing course content and HESI preparation. Please contact her at meyersm1@duq.edu or 412-396-1282. Additionally, Mckenzie Trader, Academic Support Coach, is available to meet with students. Please contact her at traderm@duq.edu or 412-396-2606.

SCHOOL OF NURSING NAP TUTORING PROGRAM

The Nursing Academic Preceptor (NAP) Program creates a positive environment that provides students with academic support for Nursing Courses. The NAP assists students to achieve academic success through one-on-one sessions and recitation sessions. NAP are students who have successfully completed nursing coursework and are willing to help their peers achieve their academic goals. NAP also take the time to assist students with time management, study techniques, and provide a few tips to their academic success.

Students experiencing challenges with coursework and/or need assistance with studying techniques, are encouraged to work with a NAP. Any student may request a NAP coach by scheduling an appointment in Starfish or attending an open recitation.

UNIVERSITY WRITING CENTER

216 COLLEGE HALL | 412-396- 5209

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. Services include:

Individual Consultations

The Writing Center's peer and writing consultants are available by appointment to guide the student through the writing process and to address particular writing skills you would like to develop.

The Writing Library

The Writing Center is also equipped with a thorough collection of writing handbooks, style manuals, and writing guides for various disciplines. Students are welcome to browse and check out grammar handout files on their own or with a writing consultant.

Professional Writing

The Writing Center is available to work with students on any academic writing task, and we can also help with the writing process for written internship, job, or graduate school applications.

Creative Writing

Writing workshops will occasionally focus on topics of concern in creative writing, and students are also welcome to bring their creative works to individual consultations with consultants whose specialties include creative writing.

UNIVERSITY COUNSELING SERVICES

326 GUMBERG LIBRARY | 412-396-6204

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

The University Counseling Services offers free confidential personal psychotherapy to all currently enrolled Duquesne students. Confidential short-term personal psychotherapy is provided for a variety of reasons, such as difficulty adjusting to college life, personal and/or emotional distress, homesickness, test anxiety, sleep disturbances, etc. Students in need of more frequent, long-term psychotherapy will work with our case manager to find resources that will meet their needs. Telehealth appointments are available to students off

campus.

PSYCHOLOGY CLINIC

ROCKWELL HALL | 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 session 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.

HEALTH SERVICES OFFICE

3RD FLOOR GUMBERG LIBRARY | 412-396-1650

<https://www.duq.edu/life-at-duquesne/health-recreation-wellness/health-services/index.php> The Health Services Office provides for the evaluation and treatment of illness and injury for all full time, commuter, and resident students. This is covered by the Health Service fee charged to all students. Routine physicals, allergy injections, and immunizations are also available for a fee. Telehealth appointments are available to students off campus.

LEARNING SKILLS CENTER

STUDENT UNION SECOND FLOOR | 412-396-6661

<https://www.duq.edu/academics/explore-all-programs/michael-p-weber-learning-skills-center/index.php>

The Michael P. Weber Learning Skills Center provides individualized academic support services, including free tutoring, academic advisement, diagnostic and prescriptive academic planning, and personal and financial aid counseling. Trained educational specialists are available to assist students in adjusting their academic plans to accommodate specific strengths and weaknesses based on results of diagnostic tests. To schedule an appointment, go to:

https://docs.google.com/forms/d/e/1FAIpQLSfh7GGkeJU8Sq9XT6O4lMs5tLuuQbfsP3htPdLNmgEQQhu0gQ/vi_ewform

CAMPUS MINISTRY

102 ADMINISTRATION BUILDING | 412-396-6020

<https://www.duq.edu/social-impact/mission-and-spirit-an-values/spirit-an-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 STUDENT CONDUCT

114 STUDENT UNION | 412-396-6642

<https://www.duq.edu/academics/university-catalogs/2023-2024-catalog/undergraduate/about-duquesne/student-life.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.

OFFICE OF FIRST-YEAR DEVELOPMENT

309 DUQUESNE UNION 412-396-6657

<https://www.duq.edu/life-at-duquesne/student-services/first-year-development.php>

The Office of First-Year Development coordinates and directs Programs which integrate and enhance the academic, co-curricular and social dimensions of the freshman year at Duquesne.

OFFICE OF DISABILITY SERVICES

309 STUDENT UNION 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.

DUQUESNE CARES DRUG AND ALCOHOL SERVICES

ASSUMPTION HALL | 412-396-5834

<https://www.duq.edu/life-at-duquesne/student-services/du-cares.php>

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

CENTER FOR EXCELLENCE IN DIVERSITY AND STUDENT INCLUSION

302 STUDENT UNION | 412-396-1117

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

The Center for Excellence in Diversity and Student Inclusion 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

ADMINISTRATION BUILDING GROUND FLOOR | 412-396-6607

[HTTPS://WWW.DUQ.EDU/ADMISSION-AND-AID/](https://www.duq.edu/admission-and-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.

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 (Center for Excellence in Diversity and Student Inclusion) - 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

A blue geometric graphic consisting of overlapping triangles and trapezoids, pointing to the right, located in the upper left corner of the page.

UNDERGRADUATE NURSING PROGRAM ACADEMIC POLICIES

UNDERGRADUATE NURSING PROGRAM

ACADEMIC POLICIES

GRADING SCALE

The grading scale described below will be used in evaluating the theory components of all nursing courses. The method of grade assignment will be determined by the course faculty members.

| 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 |
| 65.00 – 73.99 | D | 1.00 |
| 64.99 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 is “C+” (78%). **If a student fails the clinical component, 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. Both theory and clinical portions of the course must be repeated.**

Students are expected to attend all classes, clinical experiences, and practice laboratories. The specific attendance policy may vary with courses; please check the course profile.

Other specific course requirements and standardized testing and scoring requirements are outlined in the course profile for the respective course.

ACADEMIC STANDING AND PROGRESSION

To progress toward the Bachelor's Degree in Nursing, students must earn a grade of "C+" or better in all nursing courses. If a grade of "C+" or higher is not achieved in a nursing course, the course must be repeated. Students must receive a grade of "C" or better in all other non-nursing courses to receive a passing grade and credit for the course.

A student cannot progress in the nursing curriculum with incompletes or failures in pre-requisite or co-requisite courses. Any request for an exception to the stated curriculum must be sent in writing to the Chair of the Undergraduate Program for review.

In addition to meeting all required University policies related to academic standing and progression, the following regulations are applicable:

1. A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next nursing course.
2. An overall QPA of 2.3 is required to graduate.
3. A student will be placed on academic probation when their cumulative QPA falls below 2.3. Removal from the probationary status requires that the student achieve cumulative QPA of 2.3 or higher in the subsequent term. If a student does not achieve a cumulative QPA of 2.3 or higher in the term after being placed on probation, they will be dismissed from the School of Nursing.
4. Any student who is dismissed from the University under the Student Academic Standing policy is also dismissed from the School of Nursing.
5. If a student has taken previous coursework at Duquesne University at the undergraduate level, only coursework for the degree currently being pursued will be used when calculating QPA for academic standing. As a result, the student's degree QPA may differ from what is shown on the undergraduate transcript.
6. A student who receives an "NP" (No Pass) for the clinical component of a course will receive an "F" for that course grade and is unable to sit for the final exam.
7. A student who fails UPNS 344 Nursing for Children's Health, UPNS 348 Nursing for Maternal-Newborn Health, UPNS 355 Behavioral Health, or UPNS 357 Population Health during the first seven-week term are not permitted to repeat the course during the second seven-week term of the semester.
8. All required (BIOL 101/L, BIOL 203/4, BIOL 207/8, BIOL 209/10) science courses must be completed before a student is permitted to progress into Junior level coursework.

Additionally, the following academic conditions are grounds for dismissal from the BSN Program:

1. A student who fails two nursing or science courses during their time in the BSN program will be dismissed from the School of Nursing.
 - This can be two different courses or two failures in the same course.
 - Science labs are not counted in this total.
2. A student is required to meet the math competency as outlined in the course profile.

TRANSITION TO PROFESSIONAL PRACTICE PROGRESSION POLICY

In order to be enrolled in UPNS 453 Transition to Professional Practice, students must complete all nursing program requirements, including the following:

- The student must be in the final semester of nursing at Duquesne University
- Successful completion of UPNS 445 Synthesis for Nursing Practice (Basic BSN only)
- In order to sit for the final exam in UPNS 453 Transition to Professional Practice, students must successfully complete all nursing coursework including that for courses taken concurrently with UPNS 453 Transition to Professional Practice

- An exception to this policy is clinical hours scheduled to be completed during clinical make-up

Students who do not successfully complete all required nursing coursework or who do not achieve a passing grade (78%) for the course will be given an Incomplete (“I”) for UPNS 453 and additional attempts at the standardized exit exam in the next semester as indicated in the course profile. (Standardized exam grades are not rounded.) Students who have earned an “I” grade and are retaking UPNS 453 Transition to Professional Practice will be held to all course requirements and course policies including, but not limited to assignments, case studies, and standardized tests. Students may also be assigned additional remediation activities which must be completed as components of either course.

If the student does not successfully meet the course requirements as specified in the course profile, the “I” grade will be converted to a “D” grade and have to repeat UPNS 453 Transition to Professional Practice the next time it is offered. The student must register each semester. Students will be required to submit payment for any standardized exams administered in the repeated course, as well as pay tuition for the course. Students may repeat UPNS 453 Transition to Professional Practice two additional times. Students will be dismissed from the BSN program after three (3) failures in UPNS 453 Transition to Professional Practice and are not eligible for readmission. These students, having not completed the BSN program requirements, will not be qualified to sit for the NCLEX-RN exam.

If a student fails a UPNS 453 Transition to Professional Practice co-requisite, they will receive an “I” grade for 453 Transition to Professional Practice and will not be eligible to sit for the final exam. The final attempt of the exit exam must be taken at the end of the BSN program after all other requirements are completed successfully. Students with grades of “I” in any nursing course or with unfinished assignments in 453 Transition to Professional Practice are not eligible to take the final exam. The student must achieve a passing course grade in 453 Transition to Professional Practice and all related coursework in order to graduate from the BSN Program. The required coursework is outlined in the UPNS 453 Transition to Professional Practice course profile.

UPNS 445: Synthesis for Nursing Practice and UPNS 453 Transition to Professional Practice

UPNS 445 Synthesis for Nursing Practice and UPNS 453 Transition to Professional Practice are the only exceptions to the Academic Progression policy. If a student fails either course, they are not counted as one of the two failed courses leading to dismissal.

- A student may repeat UPNS 445 Synthesis for Nursing Practice course once. The student must register each semester. If the student is unsuccessful after the second course attempt, the student will be dismissed from the BSN program.
- A student may repeat UPNS 453 Transition to Professional Practice twice. The student must register each semester. Students will be dismissed from the BSN program after three (3) failures in UPNS 453 and are not eligible for readmission.

INCOMPLETE GRADES

An instructor, at their discretion, may assign an incomplete (“I”) grade at the conclusion of a term. Students with incomplete grades taking undergraduate courses must complete all remaining requirements in consultation with their instructor by the deadline as published in the Academic Calendar for the term in question. The instructor may specify an earlier date for course completion. Final grades that replace incomplete grades must be submitted to the Office of the University Registrar. Incomplete grades that remain after the deadline convert to final and permanent grades of “F” (Failure).

An instructor may grant an extension to the I-to-F deadline by submitting a formal notification to the

University Registrar prior to the original deadline and must include a date by which the final grade will be received. If the instructor has not submitted a final grade by the extension date, the University Registrar will convert the incomplete grade to a final and permanent grade of "F".

Military personnel called to active duty while taking undergraduate courses, and 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.

Students are not permitted to withdrawal from classes for which an "I" grade has been assigned. Once an "I" grade has been converted to an "F" or "N" (Not Passing), the "F" or "N" cannot be converted to a "W" (Withdrawal) grade.

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 specific term.

UPNS 224 CAREER MANAGEMENT & PROFESSIONAL NURSING PROGRESSION POLICY

In order to enroll in the UPNS 365 Clinical Immersion Leadership in Professional Nursing, students must pass UPNS 224 Career Management & Professional Development.

Students who do not successfully complete all required nursing coursework or who do not achieve a passing grade in UPNS 224 Career Management & Professional Development are not permitted to progress to UPNS 365 Clinical Immersion Leadership in Professional Nursing.

A UPNS 224 Career Management & Professional Development course failure will not count toward BSN Program dismissal.

PERFORMANCE IN THE CLINICAL PORTION OF A COURSE

As student's progress through each successive nursing course, they are expected to advance in their level of competency. The student should demonstrate a pattern of progression toward achievement of clinical objectives throughout the course.

The student whose performance in the clinical experience fails to meet any of the established clinical objectives will be considered unsatisfactory ("No Pass") for the clinical component of the course. Any episode of unsatisfactory clinical practice will be documented on a Periodic Evaluation Tool, which the faculty member will write, and the student will sign. The form will include strategies for improvement. A student may be placed on "Clinical Warning" for persistent unsatisfactory clinical performance or occurrences of unethical conduct at any time during a course.

The student will remain on "Warning" until the end of the course. At this time, the faculty involved will determine whether the student's overall clinical performance has been satisfactory and will then determine the student's eligibility for removal or non-removal from "Clinical Warning." If a student is not removed from clinical warning, he or she will fail the course.

Students who have not met the clinical objectives due to repeated absences are at risk for a clinical failure. A student who is unable to make up clinical absences prior to the end of the semester will receive an incomplete (I) grade for the course. All clinical make up must be completed prior to the first day of the following semester in order for the student to progress in the program. Every effort will be made to provide the student a clinical makeup experience; however, makeup time is not guaranteed.

BSN PROGRAM READMISSION POLICY

Any student who is dismissed from the BSN Program for the first time may be eligible for readmission. The student must notify the Chair of their intention to return to the program.

A readmission HESI may be required to test mastery of course content depending on the level of student achievement. If a readmission HESI is required, the student must meet the following conditions before returning to the program:

- The student must achieve a conversion score of 77 on a readmission HESI examination. This readmission HESI examination will test curricular content up to the point of the student's dismissal.
- The student has one (1) opportunity to achieve a conversion score of 77 on the readmission HESI examination. The student is permitted and encouraged to use program and university resources to meet this standard.
- The student is required to pass the HESI readmission examination before the end of the last day of classes in the term following dismissal.
- The student is not permitted to take any additional nursing courses until the HESI readmission requirement has been met.
- If readmitted, the student may follow a decelerated plan of study as determined by the Student Success Coach and the Chair of Undergraduate Program.
- Any additional course failure will result in program dismissal. Furthermore, the student will not be permitted to apply for readmission to any Duquesne University pre-licensure BSN program.
- If a student does not achieve a conversion score of 77 on a readmission HESI examination, the dismissal will be upheld. The student cannot continue in Nursing courses.

The dates for the readmission HESI will be determined by the School of Nursing. The student will be sent information about the details of the testing from the Chair of Undergraduate Program. If a HESI readmission examination is not applicable to the readmission process, the student will be required to work closely with their Student Success Coach and faculty to formulate and execute an individualized plan of success. This plan may include but is not limited to the following:

- Individual sessions with the success coach
- Use of NAP tutors
- Campus support services
- Develop a personal plan for academic improvement with their Student Success Coach and Chair of Undergraduate Program by a date indicated
- Schedule regular meetings with their Student Success Coach and Chair of the Undergraduate Program to discuss progression to goal achievement as stated on personal plan

The student will follow a revised plan of study as determined by the Student Success Coach and the Chair of Undergraduate Program. Any additional course failure will result in program dismissal. Furthermore, the student will not be permitted to apply for readmission to any Duquesne University pre-licensure BSN program.

Additionally, requests for readmission from students who are dismissed for unsafe practice or unethical behavior will be reviewed by the Academic Standing Committee. If readmission is approved the student will follow the recommendations set forth by the committee and the same conditions listed above will apply.

COURSE OR PROGRAM WITHDRAWAL

Nursing students are expected to comply with the University Policy regarding withdrawal from a course as indicated in the current edition of the Duquesne University Undergraduate Catalog. First semester freshmen or external transfer students may withdraw from courses with the approval of the Student Success Coach up to the day before final examinations begin and receive a grade of "W".

Students other than first semester freshmen wishing to withdraw from a course may do so with the approval of the Student Success Coach up to the date announced in the academic calendar for withdrawal with a "W" grade. If a student wishes to withdraw from a course after the date announced in the academic calendar, the student must seek approval of the Chair of the Undergraduate Program.

A student who is not granted approval of the request and withdraws unofficially from the course will receive a grade of "F" for the course. Tuition refunds are in accordance with the university fee schedule published in the Academic Calendar each semester.

For a student who wishes to withdraw from a course up to the date permitted by this policy:

Following discussion of the proposed withdrawal with the Student Success Coach, the student must complete the fillable PDF and email it to the student success coach using their DUQ email account. Receipt from the student's DUQ account constitutes the student's acknowledgement and permission to process the request.

For a student other than first semester freshmen or external transfer who wishes to withdraw from a course after the date announced in the university calendar:

The student must submit a letter of request to the Chair of the Undergraduate Program. The student will be informed in writing of the decision. If approval is granted, the student follows the procedure above.

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

WITHDRAWAL FROM UNIVERSITY/TERMINATION OF ATTENDANCE

If a student is registered for class(es) but will not be attending, written notification of intention not to attend must be submitted to the Student Success Coach before the first day of class. Students who do not officially withdraw from class or from semester enrollment are subject to university policy, which includes financial consequences.

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. Except in extraordinary circumstances (e.g., clinical-setting coursework with specific physical or mobility requirements), the University does not grant partial medical withdrawals (i.e., requests to withdraw from some courses but not others). In exceptional cases, the dean may present whether extraordinary circumstances exist to support a partial medical withdrawal. The only exception to a partial medical withdrawal 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.

Withdrawal

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 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 dean of his or her 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 Associate Dean for Student and Alumni Affairs submits the documentation 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 his or her 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 the 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 he or she is approved to reenroll in a subsequent semester. If a student is not yet fit to reenroll, the student may request a Medical Leave of Absence, which may be granted based upon certification by a licensed healthcare provider.

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 Outline

- Student submits request for medical withdrawal to Student Success Coach
- 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 health care provider to the Associate Dean of Student and Alumni Affairs
- The Associate Dean of 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

COSTS ASSOCIATED WITH REPEATING COURSEWORK

The student is responsible for all costs associated with repeating a course. This may include but is not limited to:

- Tuition
- Fees
- Clinical or health requirement renewals
- HESI examinations

ACADEMIC INTEGRITY POLICY

I. Introduction

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

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

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

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

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

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

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

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

II. Definitions and Standards: Violations of Academic Integrity

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

- **Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text. In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources (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 McAnulty College and Graduate School of Liberal Arts will apply by default.

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

I. Roles and Responsibilities within the College and the Schools

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

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

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

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

In the most serious cases, defined as those that might lead to suspension or dismissal from the University, the Dean's recommendation is transmitted to the Provost and Vice President for Academic Affairs for action within 10 university days of its receipt. If the student requests a University-level review (see below) or if the Provost has any concerns about the evidence or the fairness of the School's proceedings, the Provost may refer the case to the University Academic Integrity Appeals Committee.

The Provost will determine the student's ability to attend classes, clinicals or internships during the appeal process, based on the severity and context of the academic integrity violation. If the student's appeal is

granted, the student will be provided with an accommodation to address any class or clinical time missed during the appeal process.

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

A student has the right to a University-level review of his or her case. Often this will be conducted informally by the Provost (or his or her designee), who will review the written record of the case. The Provost 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 or 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 on 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

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.

- 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 final grade appeals follows the steps listed below, which follows the policy adopted by Duquesne University.
- Beyond final 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 Chair of the Undergraduate Program, 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 POLICY

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.

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.
- Students who wish to report a violation of TAP 30 can contact the Director of Employee and Labor Relations (Responsible for Coordinating the University's obligations under TAP No. 30: Equal Educational and Employment Opportunity and Human Relations in the Workplace and Classroom) at 412-396-5103.
- If a student has not been provided accommodations specified as required by the Office of Disability Service, they should contact the Office of Disability Services at disabilityservices@duq.edu.

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.

First 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 that immediately follows the award of the grade in question. Final grade appeals involving summer courses must be filed within 10 business days of the day on which classes start for the fall semester.

A formal appeal shall be submitted electronically in writing, dated and signed, and headed with the words "Final Grade Appeal." The student should articulate which of the above grounds for appeal is the basis 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/program 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 First Level appeal must state that in writing as part of the appeal submission. In such a case, the faculty member must meet with the student within 5 business days.

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/program 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, 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. 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 Second 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.

Final grade appeals are not akin to legal proceedings and do not involve participation by external legal counsel.

Within 5 business days of receiving the student's formal appeal or meeting with the student in response to their written request to appear in person, 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 his or her university email address with a copy to the dean of the college/school/program 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 the specified timeframe or is dissatisfied with the faculty member's decision, she or he may proceed to the Second Level of appeal.

Second and Final Level: Appeal to the Dean

A student or faculty member who elects to proceed to the Second and Final Level of appeal shall notify in writing the dean of the college/school/program 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. The student or faculty member must submit this notification within 5 business days following the faculty member's written decision regarding the outcome of the First Level of Appeal. 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 Second 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 or following the requested in-person appearance, 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.

CODE OF CONDUCT

In accordance with the 2015 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. 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 their 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 their own learning, with faculty guidance.
 - b. Evaluate their 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. Failure to comply with any or all of the standards of conduct may also result in a permanent dismissal from the School of Nursing.

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

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

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

Student Civility - Civility and Incivility Defined

The establishment of positive, respectful relationships is crucial to preventing incivility, bullying, and workplace violence. Several foundational documents support the need for civility and a culture of respect that must be continuously demonstrated by nurses in all areas of nursing education and practice. For example, "Essential VIII: Professionalism and Professional Values" described by the American Association of Colleges of Nursing (AACN, 2008) underscores the importance of nurses being accountable and responsible for their individual actions and of ensuring that civility underlies professionalism. Similarly, Provision 1.5 of the ANA Code of Ethics (2015a) requires nurses to treat colleagues, students, and health care consumers with dignity and respect. It also states that any form of harassment, disrespect, or threatening action will not be tolerated. In addition, an Institute of Medicine (2010) report recommends empowering nurses to participate in collaborative efforts to improve work environments and health care systems."

(ANA Position Statement on Incivility, Bullying, and Workplace Violence, July 22, 2015)

Classroom Conduct

Students in the Nursing Program 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 in Hy-Flex, face-to-face, and distance learning environments:

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

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

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

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

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

Clinical and/or Practicum Conduct

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

- Arrive on time.
- Be prepared as required per each course.
- Ensure patient safety.
- Fulfill required number of hours.
- Students must call clinical faculty and leave a voice mail message in the event of tardiness or absence prior to the start of clinical.
- Failure to contact the faculty 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 University School of Nursing.
- Use of electronic devices in the clinical setting is limited to patient care only.
- Students shall adhere and conform to the ANA Nursing Scope and Standards of Practice.
- Students shall adhere to all HIPAA regulations and guidelines.
- Completion of clinical site education modules and access to electronic charting.

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 health care 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. Clinical sites may refuse clinical placement of students who violate their social media regulations.

In recognition of this issue’s importance, the National Council of State Boards of Nursing has developed a brochure that can be downloaded, “A Nurse’s Guide to the Use of Social Media.”

(link: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf)

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 course Faculty of Record determines that there has been a violation of the professional standards, a Violation of Professional Conduct (VPC) form is completed, signed by the Faculty of Record, 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 of Record for the course.
3. The Faculty of Record is to send all VPC forms to the Associate Dean for Student and Alumni Affairs, Chair of the Undergraduate 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 and Alumni Affairs.
 - If the violation is of a more serious nature, the Faculty of Record 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 suspension 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 and Alumni Affairs.

**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 and Future Expectations:

STUDENT COMMENTS

STUDENT SIGNATURE:

DATE:

FACULTY SIGNATURE:

DATE:

PROGRAM CHAIR:

DATE:

SUBSTANCE USE POLICY

The Duquesne University School of Nursing has a vested interest in the health and welfare of its students. Moreover, it has a responsibility in ensuring that students enrolled in the pre-licensure nursing Program are eligible 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 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 use 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 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 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.

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.**

STUDENT HEALTH INSURANCE

All matriculated students must carry comprehensive health protection through either an indemnity medical insurance policy or enrollment in a health maintenance organization.

ACADEMIC WRITING STANDARDS

Professional and credible writing is a key component of 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 students at Duquesne.

- The School of Nursing follows the guidelines set forth in the 7th 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 directed otherwise.
- The School of Nursing provides numerous opportunities for students to improve their writing, starting with the Writing Modules that are part of the first course. Students are strongly encouraged to take advantage of all school offerings related to improving writing—from opportunities to submit drafts, to webinars on EndNote and other software.
- The 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.
- All papers should be submitted in Microsoft Word. Students should make sure that file names include their last name, assignment information, and date (unless otherwise instructed).
- Students are expected to follow the rules and regulations set forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.

STATUTE OF LIMITATIONS FOR ADVANCED STANDING CREDIT

Courses taken within the past ten years are evaluated for transfer credit in the School of Nursing. The limit for courses in the natural sciences is generally five years.

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; also, 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.

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.

CALCULATION OF SECOND-DEGREE PROGRAM QPA/GPA

Students enrolled in the second-degree BSN program may have completed a previous undergraduate degree at Duquesne University. Because the Banner system does not separate the transcript by program but rather level (UG, GR, Pharmacy, Law) any academic review or decisions will be limited to the coursework attempted and completed during the student's enrollment in the School of Nursing Second Degree BSN program. Additionally, the student's graduating QPA/GPA will be calculated separately to reflect the academic work in the School of Nursing Second Degree BSN program.

NON-NURSING STUDENTS TAKING NURSING CLASSES

Non-nursing students taking nursing courses are required to purchase testing software in order to enroll. Students will have the option of purchasing the hard-back book or the eBook. Students can contact the Assistant Dean for Instructional and Clinical Technology for more information on testing software.



CLINICAL POLICIES

CLINICAL POLICIES

CLINICAL PREPARATION

Clinical learning activity is defined as a planned activity occurring in an agency when the student is identified as a Duquesne University student. The clinical learning activity may or may not include contact with patients.

To be eligible for clinical placement, students must complete the following requirements by the deadline of July 15th each year:

- Participate in the Clinical Preparation Meeting in the Spring semester (rising sophomores only)
- All School of Nursing undergraduate clinical requirements
- All School of Nursing undergraduate health requirements

Students will not be given a clinical assignment until all requirements are complete. Failure to attend a clinical practicum due to non-compliance is an unexcused absence and places a student in academic jeopardy. Furthermore, any student with delinquent clinical/health requirements will be assessed a \$100.00 non-refundable late fee and subject to clinical absence fees.

SCHOOL OF NURSING UNDERGRADUATE CLINICAL REQUIREMENTS

Nursing coursework will require placement in a setting other than the classroom including community-based settings, hospitals, and other healthcare agencies throughout the Pittsburgh area. Prior to any clinical practicum experience, students **must** complete certain requirements related to personal safety, patient safety, confidentiality, liability, and health. These requirements are imposed by our clinical/ community agency partners, the State Board of Nursing, and the university. **It is important that students complete the correct clinical and health requirements for their level/program.**

Please pay close attention to the table to determine which clinical and health requirements are required. Details on completing these requirements are listed.

Any questions about the School of Nursing undergraduate clinical requirements should be directed to the Office of Undergraduate Clinical Affairs at 412-396-1423.

NURSING HEALTH AND CLINICAL REQUIREMENTS

All registered Duquesne nursing students are required to complete specific health and clinical requirements in order to remain enrolled and to be permitted entrance into clinical facilities for student practica. The School of Nursing has contracted with CastleBranch to provide background, FBI and drug screening for all students and to serve as an online storage portal for additional student requirements.

Students must establish a CastleBranch account and purchase their package using a specific package code. It also includes a storage portal to upload all additional required health and clinical documents both as an incoming student and annually thereafter even as a graduate nurse.

In order to begin this process, students must follow the instructions provided at www.castlebranch.com.

Once logged into the website, please use the correct package code provided by the School of Nursing.

| | CLINICAL REQUIREMENTS | HEALTH REQUIREMENTS |
|---|--|--|
| FRESHMAN University health requirements only | None | <ol style="list-style-type: none"> 1. Measles Mumps and Rubella IGG Titer 2. Meningitis vaccine on or after 16th birthday (Quadrivalent) 3. Completion of health history form through the patient portal. 4. International students have additional requirements – please refer to Office of Student Health Services |
| SOPHOMORE (required by July 15th of each year) | <ol style="list-style-type: none"> 1. Criminal Background Record Check and National Residency History (Act 34) 2. PA Child Abuse (Act 33) 3. PA DHS FBI – Fingerprint (Act 73) 4. Drug Screening Test – Quest Diagnostics 5. CPR Certification (BLS 2 year) <ol style="list-style-type: none"> a. MUST be in accordance with American Heart Association Health Care Provider certification b. Cannot expire prior to April | <ol style="list-style-type: none"> 1. Influenza Vaccine - Due by October 15th 2. Physical exam by health care provider 3. Tetanus, Diphtheria, Pertussis (Tdap) within the past 10 years 4. 2 Step TB Test PPD or Q Gold or T Spot 5. Varicella (Chickenpox) vaccine 2 doses or Varicella IgG titer 6. Hepatitis B vaccine series and Hepatitis B Surface Antibody Titer |

| | 1. CLINICAL REQUIREMENTS | 1. HEALTH REQUIREMENTS |
|--|---|--|
| <p>JUNIOR (required by July 15th thest each year)</p> | <ol style="list-style-type: none"> 2. Criminal Background Record Check and National Residency History (Act 34) 3. PA Child Abuse (Act 33) 4. Drug Screening Test – Quest Diagnostics 5. CPR Certification (BLS 2 year) <ol style="list-style-type: none"> a. MUST be American Heart Association Health Care Provider certification b. Cannot expire prior to April 5. Act 31 Mandated reporter certification required | <ol style="list-style-type: none"> 2. TB Test* 3. Tdap (if needed) 4. Influenza Vaccine - Due by October 15 5. Physical Examination <p>*Students can start TB test renewals after April 15</p> |
| <p>SENIOR (required by July 15th -each year)</p> | <ol style="list-style-type: none"> 1. Criminal Background Record Check and National Residency History (Act 34) 2. PA Child Abuse (Act 33) 3. Drug Screening Test – Quest Diagnostics 4. CPR Certification (BLS 2 year) <ol style="list-style-type: none"> a. MUST be American Heart Association Health Care Provider certification b. Cannot expire prior to April | <ol style="list-style-type: none"> 1. TB Test* 2. Tdap (if needed) 3. Influenza Vaccine - Due by October 15 <p>*Students can start TB test renewals after April 15</p> |

| | CLINICAL REQUIREMENTS | HEALTH REQUIREMENTS |
|--|--|--|
| SECOND DEGREE (required by July 15 th for incoming Second-Degree students; required by July 15 th for 16 month or continuing students) | <ol style="list-style-type: none"> 1. Criminal Background Record Check and National Residency History (Act 34) 2. PA Child Abuse (Act 33) 3. Drug Screening Test – Quest Diagnostics 4. PA DHS FBI – Fingerprint (Act 73) 5. HIPAA 6. Act 31 Mandated reporter certification required 7. CPR Certification (BLS 2 year) <ol style="list-style-type: none"> a. MUST be American Heart Association Health Care Provider certification b. Cannot expire while enrolled in the program | <ol style="list-style-type: none"> 1. Student Health Requirements (Demo/Physical) 2. Tetanus 3. 2 Step TB Test 4. Measles, Mumps & Rubella (MMR) Vaccine 5. Rubella IGG Titer 6. Rubeola (Measles) IGG Titer 7. Mumps IGG Titer 8. Varicella (Chickenpox) 9. Hepatitis B 10. Meningitis 11. Tdap (if needed) 12. Influenza Vaccine - Due by October 15th |

NO ONE WILL BE PERMITTED TO ENTER A CLINICAL PRACTICE SITE WITHOUT COMPLETION OF THESE REQUIREMENTS.

Cardiopulmonary Resuscitation (CPR)

Students are required to complete and maintain a BLS CPR certification that follows American Heart Association Healthcare Provider guidelines. Acceptable courses can be found through the American Heart Association.

These courses MUST be BLS for health care providers or professional rescuers courses and should be clearly indicated in the course title. No other courses will be accepted. Students may also find acceptable CPR training at the following sites:

- Center for Emergency Medicine: <http://www.centerem.org/>
- Start the Heart Training Center: <http://www.starttheheart.com/>

Students should upload their signed CPR card (front and back) or Certification to CastleBranch to meet the requirement.

PA Criminal Record Check and National Residency History (Act 34)

All students are required to have a PA Criminal Record Check and National Residency History completed through CastleBranch. This is a requirement of our clinical agencies that must be completed annually through CastleBranch. By purchasing the appropriate CastleBranch package you will automatically begin the process of completing the PA Criminal Record Check and National Residency History. Results will be automatically uploaded in to the system by CastleBranch. Background checks completed outside of this system will not be accepted.

PA Child Abuse Clearance (Act 33)

All students are required to have a Pennsylvania Child Abuse Clearance completed. This is a requirement of our clinical agencies and must be renewed annually.

This process is completed online through the student's CastleBranch package.

This process takes 2-4 weeks on average to complete. After the student receives their clearance status in the mail, they must scan and upload it to the CastleBranch account.

Fingerprint/FBI Clearance - Federal (FBI) Criminal History Report (Act 73)

All students must complete the FBI Clearance Fingerprint process. Students are only required to complete this once during their uninterrupted enrollment.

Out-of-state students should complete the steps specifically listed for out-of-state residents in order to meet requirements.

This process takes 4-8 weeks on average to complete. After the student receives their clearance status in the mail, they must scan and upload it to the CastleBranch account.

Drug Test

Drug test is required of all incoming students and annually thereafter. Students must use the CastleBranch system to order their drug test. Drug tests completed for other employment or through another system will not be accepted.

After you place your order, you will receive an email with an attached electronic chain of custody form (includes a large bar code) which you are to download. The subject line of the email will read "Form Fox" and it will explain where to go for the drug test.

If you do not receive such an email, check your CastleBranch account "drug test" link within 48-72 hours and download the chain of custody form.

Print the chain-of-custody form and take to a Quest Diagnostics lab of your choice. Results for the drug screening test will be automatically uploaded to your CastleBranch account within 1-2 weeks. Students are responsible to verify that the results have been posted in CastleBranch.

Students may also be subject to random required drug testing at any point in the program by a health care agency where clinical practice is taking place or by the School of Nursing in the event that reasonable suspicion of impairment is identified.

A positive drug screen will result in further evaluation by a certified drug and alcohol counselor and may result in removal from the clinical practice site, removal from class, referral to the Pennsylvania Nurse Assistance Program (PNAP), and/or a requirement to enter a treatment program and/or suspension or dismissal from the nursing program.

Health Insurance Portability and Accountability Act (HIPAA)

For HIPAA training self-enrollment in the HIPAA Organization site, access the following URL to access the site: <https://duq.instructure.com/enroll/WRHN3A>.

Students with a Positive Clinical Clearance

In the event of a positive criminal background, FBI clearance or Child Abuse clearance, or a change from the last documented background report, the student must contact and meet with the Associate Dean of Student and Alumni Affairs. This meeting on progression in the program must occur before returning to the clinical area. When applying for nursing licensure, it is the student's responsibility to contact the State Board of Nursing with any positive clearance results.

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.

SCHOOL OF NURSING UNDERGRADUATE HEALTH REQUIREMENTS

Nursing students, must complete additional health requirements beyond those required of other Duquesne University students. The following are required by the School of Nursing and the affiliated health care agencies. Requirements include:

- Measles, Mumps and Rubella (MMR) vaccines and titers to determine immunity
- Tetanus, Diphtheria, Pertussis (Tdap) booster
- Meningitis vaccine
- Hepatitis B vaccine series and Hepatitis B Surface Antibody Titer to determine immunity
- Varicella vaccine OR Varicella IgG Titer to determine immunity
- 2-step Tuberculosis Test (PPD)* or equivalent blood tests (see form)
- Physical exam completed by health care provider
- Influenza vaccine
- COVID-19 Vaccination or religious or medical waiver if applicable

*A 2-step Tuberculosis Test (PPD) is only required the first year in the undergraduate program. All Tuberculosis Test (PPD) updates after the first year only required to be a 1-step test.

INSTRUCTIONS FOR UPLOADING/SUBMITTING REQUIREMENTS

Students must upload their health requirements to the University Student Health Service portal. Questions about Health Requirements should be directed to pchr@duq.edu or by contacting Student Health Services at 412-396-1650.

International students, refer to the [International Students Health Requirements](#) web page.

CLINICAL PLACEMENT

1. Students will be assigned to various clinical sites each semester. The student is responsible for obtaining their own transportation to and from all clinical sites. Students are not permitted to switch or request any changes to clinical assignments/or sites. Students will be assigned to day and/or evening clinical rotations. These rotations may occur during the week and/or the weekend. **Accommodations will not be made for clinical assignments based on a student's personal schedule except in extreme extenuating circumstances.** (Extenuating circumstances DO NOT include childcare, transportation, care of family members, personal preference and/or work schedules.)
2. Reassignment of clinical placements by the School of Nursing may be necessary during the semester to accommodate unforeseen circumstances.
3. Clinical assignments will be sent to students via their Duquesne email accounts by their course Faculty of Record at the start of the term. Clinical assignments are not available prior to this date.

MEDICAL CLEARANCE

When a student discloses an illness, physical limitation, is hospitalized or seen in an Emergency Room, 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. Medical clearances must state the date to which the student can return without restrictions in order to resume clinical activities including those assigned in the lab.

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

Due to possible exposure to infectious diseases in the clinical areas, it is important for the student to notify the Associate Dean of Student and Alumni Affairs of any chronic illnesses or if health status has changed recently that may require further considerations.

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.

CLINICAL ATTENDANCE POLICIES

Clinical Attendance

Attendance for clinical days is mandatory. **All clinical hours assigned to the course must be completed.** Students who miss more than 1 day total in a 7-week course, or more than 2 days total in a full semester course, will fail the course. A medical excuse is required in instances of injury or illness that extends beyond one missed clinical day.

Clinical No-Call/No-Show

A No-Call/No-Show constitutes a student who neglects to contact their clinical instructor to inform them that the student will not be attending clinical. Sending text messages to the instructor is not acceptable. The student is expected to call and email the clinical faculty member at least one hour before their scheduled start of the clinical.

If a student does not arrive on time and has not contacted their clinical instructor, and if the clinical instructor is not able to reach the student, the clinical instructor will notify the Faculty of Record for the course and document the incident of no call no show on the Violation of Professional Conduct Form. If the Faculty of Record (FOR) is unable to make contact with the student, the FOR will contact the Chair of Undergraduate Program and the Associate Dean for Student and Alumni Affairs. The Associate Dean will implement additional measures to reach the student. The first person listed as the student's emergency contact may also be notified.

After the first No-Call/No-Show occurrence and before returning to the clinical site, the student must meet with the Faculty of Record (FOR). During the meeting, the Faculty of Record (FOR) will notify the student about the mandatory clinical make-up day, discuss and review the Violation of Professional Conduct form, and review the No-Call/No-Show policy. A second No-Call/No-Show occurrence will result in a clinical failure for the course in which the second No-Call/No-Show occurs.

This failure will be recorded on the student's permanent record as an "F" regardless of the theory grade achieved. A student who fails a nursing course because of unsatisfactory clinical performance may repeat the course if it is the first nursing course failure during the program period. Any subsequent failure in a nursing course will result in dismissal from the program.

Clinical Tardiness

Students are expected to arrive at the clinical agency early and be "ready to begin" the clinical day at the scheduled start time. If a student is between 1 – 30 minutes late to clinical, they may stay for the day, but will receive a violation of professional conduct.

If a student is more than 30 minutes late for the clinical day, they will be sent home, receive a clinical absence, and need to make up the clinical day. The student will also be written up for a violation of professional conduct.

Repeated episodes of lateness may result in required attendance at the clinical makeup day and a violation of professional conduct. At the request of the Clinical faculty member, students may benefit from additional clinical time. This clinical time will be scheduled during designated clinical make-up sections

PREPARATION FOR THE CLINICAL DAY

It is the student's responsibility to prepare for the clinical day and have an understanding of their patient's clinical needs. Failure to demonstrate an understanding of the patient's basic safety needs will result in an unsatisfactory for the clinical day. In extreme cases, students may be asked to leave the clinical unit related to unsafe practices.

MATH PROFICIENCY REQUIREMENT

All students are to complete the required math competency dosage calculation assessments integrated within the clinical nursing courses beginning with UPNS 200: Fundamentals of Nursing Practice & Clinical Ethics. This initiative is designed to enhance patient safety by ensuring that students are prepared to administer medications. **Students will not be permitted to administer medications until the math competency is achieved on each level.**

Students must pass the required competency with a minimum 92% score and are given two additional opportunities to re-test and achieve a passing score.

Assessment of math competency will occur each semester beginning with UPNS 200: Fundamentals of Nursing Practice & Clinical Ethics. If a student fails to achieve the required score after three attempts the student receives a failing grade in the clinical portion of the course where the competency is assessed. The student then receives a failure in the course and must withdraw from any other clinical course the student is registered in that semester, excluding Nursing Care of Children's Health and Nursing Care for Maternal-Newborn Health where medications are not routinely given. Advancement in the program will require a revised curriculum plan of studies.

Math calculations will also be given routinely on course exams at the discretion of the instructor.

Students in the clinical immersion should follow the Clinical Immersion Math Proficiency Requirement policy.

CLINICAL AND/OR PRACTICUM CONDUCT

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

2. Every student is expected to be familiar with the principles of safe practice and is expected to perform in accordance with these requirements. Within courses, counseling and advising processes, and other instructional forums, students will be provided with the opportunity to discuss the policy and its implications. Being unprepared for clinical may constitute an unsafe practice and the student may be sent home at the discretion of the clinical instructor or the Faculty of Record for the course.
3. An unsafe practice is defined as:
 - 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.
 - An act or behavior of the type which violates the Code for Nurses of the American Nurses' Association.
 - 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 (e.g., lack of sleep, medication side effects, substance abuse, mental or physical conditions).
 - 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 in which a clinical faculty member or course Faculty of Record believes may constitute an unsafe practice, they will immediately notify the student and instruct the student to leave the clinical setting.
5. The unsafe behavior will be documented on the Clinical Incident Report within 24 hours by the clinical faculty or the Faculty of Record, and the Director of Adjunct Faculty and Clinical Affairs will be notified.
6. The Director of Adjunct Faculty and Clinical Affairs in collaboration with the course Faculty of Record will investigate the incident within 24 hours to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is deemed minor, the course Faculty of Record may require remediation and an improvement plan or instruction for the student.
7. If the incident is deemed major, the Director of Adjunct Faculty and Clinical Affairs will contact the Chair of Undergraduate Program and Associate Dean for Student and Alumni Affairs. The Associate Dean for Student and Alumni Affairs will call an Academic Standing Committee Meeting, to review the student's clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, give a failing grade in the clinical course, impose other sanctions, or dismiss the student from the program will be recommended to the Chair. The Chair will review the evidence and send written notification of the decision to the student via certified mail.

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

REPORTING OF INCIDENTS OR ILLNESS AFFECTING A STUDENT

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. Clinical 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 Student Success Coach 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.

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 seen immediately at the Occupational Health/Injury Center of the clinical site where the student is doing their rotation or the Emergency Room of a hospital affiliated with the clinical site. Students with the help of their clinical instructor must complete an Incident Report at the Clinical Site as well as the Duquesne University Student Health Incident/Accident Report. Students must submit a copy of both reports to the Director of Adjunct Faculty and Clinical Affairs. Students must also report any exposures to the University Health Service for appropriate follow-up care. The student is responsible for obtaining follow-up test results from where the incident occurred.

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. If an accidental exposure occurs to a communicable disease, faculty and students should follow the Clinical Exposure Policy.

Clinical Exposure Policy

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

A significant exposure is defined as:

- A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids;
- A mucous membrane (i.e., 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.

If the student incurs an exposure the following must occur:

- The student should immediately notify the Clinical Instructor of the incident.
- The student and clinical instructor should follow the health care agency’s “Blood Borne Pathogen Exposure Control Policy” or other exposure/incident policies (this includes washing the area of exposure, informing patient, obtaining consents for blood draw of the source patient, etc.).
- An incident report should be completed and submitted per clinical site policy by the clinical instructor. The clinical instructor must submit a copy of the incident report to the Director of Adjunct Faculty and Clinical Affairs.
- The Director of Adjunct Faculty and Clinical Affairs will distribute the report to the appropriate University constituents listed on the bottom of the form.
- If the student is at a clinical site, they should be seen immediately at that facility’s Occupational Health Unit or the Emergency Department of the clinical site where the incident occurred. The student is to present their insurance to be billed for the initial work-up. The student is responsible for obtaining follow-up test results from where the incident occurred.
- The student is to sign the release at the bottom of the Health Incident form giving permission to the University Health Service to access information and do appropriate follow-up.

Clinical Injury and Illness

The student is responsible for presenting their health insurance card at the time of injury or illness occurrence. An incident report should be completed and submitted per clinical site policy by the clinical instructor. The Clinical Instructor should submit a copy of the incident report to the Director of Adjunct Faculty and Clinical Affairs. The Director of Adjunct Faculty and Clinical Affairs will distribute the report to the appropriate University constituents listed on the bottom of the form.

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 Associate Dean of Student and Alumni Affairs on the Duquesne University Student Health Incident/Accident Report form. The Associate Dean of Student and Alumni Affairs will forward one copy to the appropriate parties.

Untoward Events

In the event of a medication error, adverse patient or untoward event in the clinical area, the student is to notify their clinical instructor. The clinical instructor should complete the report by the clinical site at the time of the event. The clinical instructor is expected to notify the Faculty of Record and complete the Clinical Incident Report Form within 24 hours of the event and submit the report to the Director of Adjunct Faculty and Clinical Affairs. The Director of Adjunct Faculty and Clinical Affairs will distribute the report to the appropriate University constituents listed on the bottom of the form.

PROFESSIONAL DRESS CODE

Nursing students are expected to dress and conduct themselves professionally in clinical and academic settings. The dress code for students in clinical settings must be followed as per the School of Nursing Dress Code. Students are also expected to adhere to the dress code for the clinical sites. If a student arrives at a clinical practicum site and is not in compliance with the dress code, they will not be permitted to remain in the clinical setting. Appropriateness of attire is determined by the clinical instructor as per the School of Nursing policy. The student will assume the consequences for any missed clinical hours due to noncompliance with the dress code.

Each student will be given a copy of the Professional Dress Code at a clinical orientation workshop held during the semester prior to the first clinical experience. Additional information and clarification regarding the dress

codes for specific clinical agencies or specialty areas will be provided by the respective clinical instructor.

Uniforms and nametag are to be purchased from **American Discount Uniforms** in Pittsburgh. Nursing students **must use this company** as they have license to monogram the Duquesne emblem and names on the uniform. It is recommended that students purchase more than one uniform.

In addition to the required uniform, all nursing students are required to also have the following in order to be considered prepared for clinical:

- Monogrammed lab jacket/warm up jacket (to be worn in clinical but removed when providing direct patient care. Lab jackets are required to participate in the white coat ceremony.
- Watch: With a second hand (digital or smart watch is acceptable.) Smart watches should only be used for patient care.
- Name badge (see the uniform order form)
- Stethoscope: Dual head required.
- Custom Health Tote Bag: Contains all required clinical lab practice materials. You will receive your lab tote during the first week of class at no additional cost as it is included in your technology fees.
- eBooks: All texts for the nursing program will be electronic. These books will serve as both classroom textbooks and clinical resources. Your technology fee includes the cost of your eBooks.
- Mobile device: Students will be expected to have a mobile device for use in the clinical area as a reference tool. For more information, refer to the technology requirements.

CLINICAL DRESS CODE

Uniform

- Official school uniform for clinical practice is required.
- White socks are to be worn with scrubs.
- In winter months, a plain, white, long sleeve tee-shirt or turtleneck containing no writing or monograms are permitted under the scrub top.
- Uniform warm-up jacket is required. It is to be removed when providing direct patient care.

Shoes

- Shoes are to be white and clean.
- Shoelaces must be white.
- Rubber soles are required for safety.
- No open toes or heels.
- Athletic style shoes made for professional clinic wear are permitted.

FOR ALL CLINICAL AREAS:

Jewelry

Jewelry is limited to:

- Watch with a second hand; digital or smartwatches are acceptable.
- Wedding or class rings only.
- Only one set of small post earrings.
- No dangling earrings or hoops.
- Ear gauges are not permitted. If gauges are not able to be removed, they should be covered with a bandage.
- Facial piercings such as nose, eyebrow, lip, tongue etc. are prohibited.

- One professional nursing pin, such as Alpha Tau Delta or Sigma Theta Tau, only.
- No additional jewelry is permitted.

Hair

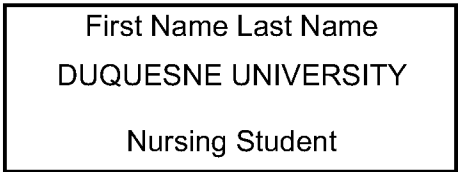
- Hair should be neat, clean, and pulled back with simple hair accessories so hair does not come in contact with the patient.
- Beards and mustaches must be short and well-trimmed.

Cosmetics

- Clean and simple makeup can be worn.
- Nails well-groom, short or active length.
- Nail extenders or artificial nails are not permitted.
- Perfumes, colognes, after-shave and other scented products are not to be worn. Scented deodorants are permitted. These can be unpleasant to patients, clients, and fellow employees and can cause discomfort (e.g., triggering a migraine).
- Attending clinical smelling of smoke is not permitted.
- Tattoos must be covered by clothing, gloves, makeup or by other appropriate means.

Name Badge

- Must be worn at all times on the uniform jacket (warm-up jacket or lab coat).
- Name pin should appear as follows:



Pregnant Students

- Students may wear a professional maternity uniform in place of the official school uniform.

Alternative Uniform:

- When students are not required to wear the official school uniform, street clothes (with or without a lab coat or jacket) are permissible.

Appropriate professional attire includes:

- Women: dress, skirt, or dress pants and collared shirt or blouse.
- Men: dress pants and collared shirt.

Inappropriate Attire (prohibited):

- Cropped shirts, tee shirts or sweatshirts with or without lettering or pictures.
- Shorts or low-rise jeans or pants.
- Skirts shorter than 1 inch above knee.
- See-through or halter-type tops.
- Sandal-type shoes.
- Sweaters or sweatshirts are not permitted in clinical settings.



Student Health Incident/Accident Report ¹

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 & 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



BSN Clinical Immersion Information

Clinical Immersion Placement

The Clinical Leadership and Professional Nursing Immersion experience is completed in conjunction with one of our Clinical Partners. Students will be assigned a Patient Care Service Line where they will rotate through various patient care areas under an existing framework within their assigned healthcare institution. Students are assigned a Patient Care Service Line through a randomized process. Clinical Immersion assignments will be sent to students via their Duquesne email accounts by their course Faculty of Record. Clinical Immersion assignments will not be available prior to this time.

Students are not permitted to switch or request any changes to clinical immersion assignments/or sites. Students will be assigned to day, evening and/or overnight clinical immersion rotations. These clinical immersion rotations may occur during the week and/or the weekend. Accommodations will not be made for clinical assignments based on a student's personal schedule except in extreme extenuating circumstances. (Extenuating circumstances DO NOT include childcare, transportation, care of family members, personal preference and/or work schedules.)

Reassignment of clinical placements by the School of Nursing/Clinical Partner may be necessary during the semester to accommodate unforeseen circumstances.

Request to Change Clinical Immersion Group/Semester Assignment

If a student has concerns about the Clinical Immersion group/semester to which they've been assigned, the student must file a written appeal by the end of UPNS 224: Career Management Professional Development Seminar to the Clinical Immersion Director who will consider the request for change. Please note, due to the availability of Clinical Immersion placements, not all appeals are approved, and students must identify specific reasons or hardships related to the request for change.

Transportation to Clinical Immersion

Students will be assigned to various clinical sites throughout the semester. The student is responsible for obtaining their own transportation to and from all clinical sites.

Clinical Immersion Health and Clinical Requirements

All Clinical Immersion Health and Clinical Requirements must be completed in the School of Nursing Processes and Policies as outlines in the Clinical Policies section of the Undergraduate Student Handbook.

Eligibility for Clinical Immersion Experience

Students must successfully complete the following to be eligible to begin their clinical immersion:

- All requirements of the UPNS 224: Career Management and Professional Development Seminar
- Updated clinical and health requirements. Students must actively maintain all previous clearances and active CPR (Cardiopulmonary Resuscitation) certification throughout the BSN Clinical Immersion experience.
- Interviewing process
- Clinical Immersion orientation

Prerequisite Course Requirements to the Clinical Immersion Experience

The following courses must be successfully completed prior to entering the Clinical Immersion:

- UPNS 224: Career Management and Professional Development
- UPNS 325: Pharmacology II
- UPNS 326: Pathophysiology for Nursing Practice
- UPNS 349: Adult Health & Illness II: Care of the Geriatric Adult

Additional Coursework During Clinical Immersion Experience

Students enrolled in the UPNS 364 Clinical Immersion in Professional Nursing and Leadership course are permitted to take (1) three credit non- clinical online asynchronous course.

Clinical Immersion Math Proficiency Requirement

All students are to complete the required math competency dosage calculation. This initiative is designed to enhance patient safety by ensuring that students are prepared to administer medications. Students will not be permitted to administer medications until the math competency is achieved.

Students must pass the required competency with a minimum 92% score and are given two additional opportunities to re-test and achieve a passing score.

If a student fails to achieve the required score after three attempts the student will be required to complete a math remediation program provided by the course faculty.

Clinical Immersion Dress Code

Uniform:

- Official “Clinical Immersion Scholar” embroidered white scrub top and approved Duquesne University blue scrub pants must be worn.
- White socks or knee-high white hose are to be worn with scrub pants.
- In winter months, a plain, white tee shirt or turtleneck containing no writing or monograms is permitted under the scrub top.
- Duquesne University School of Nursing Name Badge must be worn at chest level, opposite from the embroidery.
- Sweaters/Sweatshirts are NOT permitted in clinical settings.
- Duquesne University lab coat/warm-up jacket (Optional) may be worn to the clinical site but must be removed for direct patient care.

Shoes:

- Shoes are to be white and clean.
- Shoelaces must be white.
- Rubber soles are required for safety.
- No open toes or heels.
- Athletic style shoes made for professional clinic wear are permitted.

Jewelry: Considering principles of safety and asepsis, jewelry is limited to:

- Preferably a watch with a second hand; digital is acceptable.
- Wedding or class rings only.
- Only ONE set of small post earrings.
- No facial piercings, including tongue.
- ONE professional nursing pin, such as Alpha Tau Delta or Sigma Theta Tau, only.
- No additional jewelry is permitted.

Hair:

- Off the collar, pulled back or up, close to head.
- Hair ornaments are limited to a solid headband, small barrettes, or elastic hair bands.
- Beards and mustaches must be short and well-trimmed.

Cosmetics:

- Clean, natural look.
- Nails well-groomed, short or active length.
- Nail extenders or artificial nails are not permitted.
- Nail polish, if worn, should be light, neutral colored and NOT chipped.
- No perfume.
- Tattoos are to be covered.

Time Off During Clinical Immersion

Every student is required to meet all weekly clinical obligations during the Clinical Immersion. Students are required to meet 36 hours per week in order to fulfill the total Clinical Immersion hour requirement.

Maximum Clinical Hours within a Week

Students are required to meet 36 clinical hours per week, but may complete up to 40 hours per week if make-up experiences are required due to documented clinical absence. If not completing make-up hours, students are not permitted to complete more than 36 clinical hours during a single week during their clinical immersion experience. A week is defined as Sunday to the following Saturday.

Completion of Extracurricular Activities During the Clinical Immersion

The School of Nursing will take into consideration your status as a member of ROTC or Duquesne University athletic teams when assigning Clinical Immersion groups. For example, a fall sport athlete will be assigned to Group A and complete the spring term Clinical Immersion. You will be responsible for meeting the requirements of the Clinical Immersion, including minimum weekly hours and varying shifts, as assigned. The expectation is that you work with ROTC/Athletics to determine how to complete practice and/or training requirements while you are enrolled in the Clinical Immersion program.

Accommodations During Clinical Immersion Experience

Many of the accommodations that nursing students have are based on testing, the testing environment, and the classroom experience. These accommodations will be met as applicable in the UPNS 352 Leadership & Management Theory in Clinical Environments course. If you have accommodations that extend to clinical, they will be covered and accounted for in UPNS 364 Clinical Leadership in Professional Nursing Immersion. If you have any questions about your accommodations, we encourage you to speak with the Office of Disability Services directly.

A decorative graphic consisting of overlapping blue shapes that form a triangular shape pointing to the right, located in the upper left corner of the page.

PREPARING FOR GRADUATION

PREPARING FOR GRADUATION

REVIEW STATUS

In the semester prior to graduation, it is the student's responsibility to review their program plan and credit status with their Student Success Coach to ascertain that the correct number of credits are satisfactorily completed towards graduation.

CAREER DEVELOPMENT SUPPORT

In collaboration with the Center for Career Development, the Office for Student and Alumni Affairs facilitates several activities for students to assist in planning and preparation for career development. These include resume writing and interview workshops, and optional mock interviews. Guidance from both the Center for Career Development staff and selected nursing faculty provides support that students need at this critical time.

NURSING LICENSURE INSTRUCTIONS

In order to practice nursing in any given state, you must:

1. Apply for licensure in that state, and
2. Successfully pass the NCLEX examination.

It is your responsibility to obtain the necessary application forms for both licensure and the NCLEX examination. If you are applying for licensure in the state of Pennsylvania, The Nursing Education Verification Form (NEV) will be completed by the Office for Student and Alumni Affairs electronically and sent directly to the State Board of Nursing.

If you are applying for licensure in a state other than Pennsylvania, you may obtain information from the [National Council of State Boards of Nursing web site](#); requirements may vary from state to state. Once you have downloaded the appropriate forms and read the instructions, the Office for Student and Alumni Affairs will assist you with questions.

Be advised that most states require the reporting of a felony conviction which can delay or prohibit licensure.

NCLEX Application Instructions for Pennsylvania

If you are planning on taking your NCLEX exam in Pennsylvania, please go to the PA Department of State web site and follow the instructions for applying for your license online. Pennsylvania is a member of the Nurse Licensure Compact (NLC)

IMPORTANT

If you are filling out the application for the Exam, please follow all directions entitled "For Initial Exam applicants". You must complete the process with PearsonVue prior to applying for your Exam with the PA State Board of Nursing. There are several ways you can register including US mail, Internet or Telephone. The website gives detailed information on each method. The fee for this test is \$200.00.

You cannot send a personal check. You can use a credit card (Visa, Mastercard or American Express), certified check or money order. It is strongly suggested that you print out and read the entire Candidate Bulletin on the

PearsonVue website.

Once you have completed the registration process you will receive a confirmation of registration from PearsonVue. The Board of Nursing in the appropriate state will then approve you for testing and you will receive an "Authorization to Test." This "Authorization to Test" gives you validity dates within which you must test. You then must contact any Pearson Professional Center to schedule your exam. Once you have scheduled the exam, you will again receive confirmation of your test date, time and center. Be sure to keep the NCLEX Examination Candidate bulletin and all your paperwork along the way.

The School of Nursing automatically releases students to the PA State Board of Nursing upon completion of the program through the electronic system. Students testing in Pennsylvania are not required to submit a transcript.

For any other questions, students should contact their Student Success Coach.

NCLEX Application Instructions for Out of State

If you are planning on taking your boards in a state OTHER than Pennsylvania it is your responsibility to get the appropriate paperwork needed and submit it to the Office for Student and Alumni Affairs (550 Fisher Hall) in order to be processed. There will be two parts to your paperwork: The State board of Nursing Forms (for the appropriate state) and the NCLEX registration.

- You will need to fill out the paperwork for the state in which you are taking them and follow their directions and pay the respective fees. Please follow the directions closely in order to ensure quick processing.
- The NCLEX registration is the same for every state. There is a booklet that provides all the information you will need in order to complete the form. Go to the [NCLEX Candidate Bulletin Website](#)
- Please follow the directions listed on the site. There are several ways you can register including US mail, Internet or Telephone. The website gives detailed information on each method. The fee for this test is \$200.00. You cannot send a personal check. You can use a credit card (Visa, Mastercard or American Express), certified check or money order. **We strongly suggest that you print and read the entire Candidate Bulletin.**

Once you have completed the registration process you will receive a confirmation of registration. The Board of Nursing in the appropriate state will then approve you for testing and you will receive an Authorization to Test. This Authorization to Test gives you validity dates within which you must test. You then must contact any Pearson Professional Center to schedule your exam. Once you have scheduled the exam, you will again receive confirmation of your test date, time and center. Be sure to keep the NCLEX Examination Candidate bulletin and all your paperwork along the way.

For any other questions, students should contact their Student Success Coach.

CHILD ABUSE RECOGNITION AND REPORTING REQUIREMENTS

The Pennsylvania Department of State released a special notice that EFFECTIVE JANUARY 1, 2015 all persons applying for issuance of an initial license shall be required to complete three (3) hours of Department of Public Welfare-approved training in child abuse recognition and reporting requirements as a condition of licensure.

Act 31: New Requirement for All Health-Related Licensees: All health care-related licensees are considered mandated reporters under the Child Protective Services Law. PA Act 31 requires child abuse recognition and reporting training for both new licenses and license renewals, effective Jan. 1, 2015.

In order to apply for licensure in the state of Pennsylvania (and most other states at this time) the student is required to complete this training prior to submission for new licensure. Failure to do so will result in a

declined license application.

For those students planning to apply for licensure in Pennsylvania, the State Board of Nursing and the Child Welfare Resource Center have established a system that is set up to automatically provide the information for each graduate when they apply to take NCLEX.

While there are many online training sites available, we recommend students in PA use the following link to complete the training: www.reportabusepa.pitt.edu

The following are some important points to keep in mind:

- When you click on the training site, be sure to carefully enter your information and then establish a Username and Password. Write those down or keep them in a place where you can access them when needed.
 - Be sure to enter your name EXACTLY as it will be written on your NCLEX application.
 - The two names must be exactly the same.
 - You will be asked to enter the last 4 digits of your SS#.
 - Your DOB.
 - Be sure to click the box that asks if you are applying for recertification of nursing license or first time applying for license.
- While completing the course you may start and stop and complete the course over time. You will need to have the Username and Password in order to get back into the course to continue.
- The course will take about 3 hours to complete.
- Print out your certificate when completed. Please note, you will not be given the option to download the certificate. Be sure to keep a copy of this certificate in a safe place.
- When you complete the course the course facilitators will then upload your certificate to the Department of State (DOS) website where it can then be accessed by the NCLEX staff.
- When you apply to take the NCLEX exam you will be asked if you completed the training. You will mark “yes” and then NCLEX staff will go to the DOS to access your certificate. You do not have to do anything else on your part.
- BE SURE to complete the course at least 3 weeks before you apply to sit for the NCLEX exam. It takes about 2-3 weeks for the certificate to be uploaded. If it is not uploaded you will not be able to sit for NCLEX at that time.

For graduates who will be applying for licensure outside of Pennsylvania, you will need to contact the Board of Nursing in that state to investigate procedures around this training and how to complete them.

We can help you with accessing this information if you need assistance. However, if you go online and get the contact information from the Board of Nursing in the state where you will be applying, you should have no problem getting an answer. The student may have to take a training course in that state.

We encourage students to be proactive and complete this before the end of the student’s final semester so that this does not delay the processing of license.

ELIGIBILITY FOR GRADUATION

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

- Completion of required credits for degree and Nursing curriculum.
- A minimum cumulative overall quality point average of 2.3.

- Removal of all “F”, “I”, “X”, “N”, or “LG” grades from the transcript.
- Completion of the last 30 credits toward the degree at Duquesne University.
- Degree application completed online in Self Service Banner by the deadline listed in the Academic Calendar.

ELIGIBILITY FOR RECOGNITION FOR GRADUATION WITH HONOR

To be eligible for recognition, a student must have achieved the distinction of being awarded a Degree with Honors according to university criteria:

| | |
|-----------------|------------------|
| Cum Laude | 3.50 to 3.74 QPA |
| Magna Cum Laude | 3.75 to 3.89 QPA |
| Summa Cum laude | 3.90 to 4.00 QPA |

For a Degree with Honor, the Office for Student and Alumni Affairs calculates the cumulative QPA of graduating students as of the end of the previous semester before graduation. The names of eligible students are then sent to the Registrar’s Office. If a student earns academic honors after the final semester is calculated into the GPA, it will be reflected on the student’s transcript and diploma.

ELIGIBILITY TO WALK AT A COMMENCEMENT CEREMONY

To be eligible to walk at a University of School of Nursing commencement ceremony, a student must have:

- A cumulative quality point average of 2.3 or higher
- Nine credits or less left to complete at the University and must be registered for these credits in the final semester

Please note the University may have additional requirements that must be met. Only names of students actually graduating in the semester of the commencement ceremony will be listed in the program. For example, a student graduating in August who wishes to walk in May will not be listed in the program per University policy.

A blue geometric graphic consisting of overlapping triangles and trapezoids, tapering to a point on the right side.

STUDENT ORGANIZATIONS

STUDENT ORGANIZATIONS

Recognized student organizations are independent from the University, but in order to secure and maintain recognitions, they need to abide by the policies and procedures in the handbook.

ALPHA TAU DELTA

Alpha Tau Delta is a national professional fraternity for nursing students. The Theta Chapter was chartered at Duquesne University in 1938. Eligibility is limited to full-time students who have completed a minimum of one semester in the School of Nursing with a cumulative quality point average of 2.5. There are many advantages to joining ATD. Alpha Tau Delta promotes higher professional education standards for those in nursing. Members participate in community projects that strengthen the nursing profession as well as foster the sense of leadership among student nurses. Alpha Tau Delta gives nursing students the opportunity to form close bonds of friendship, fellowship, mutual helpfulness and understanding. Alpha Tau Delta accepts pledge classes during the beginning of the fall and spring semesters. Signs for informal rush parties will be posted at these times.

CHI ETA PHI

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

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

DUQUESNE UNIVERSITY STUDENT NURSES ASSOCIATION

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

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

NURSES CHRISTIAN FELLOWSHIP

Nurses Christian Fellowship is a Christian professional organization and a ministry of and for nurses and nursing students. The goals are to facilitate Christian spiritual growth, foster caring relationships among each other, develop Christian nursing leaders, and assist students to view nursing from a Christian worldview. Meetings are held monthly.

SIGMA THETA TAU

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people through support of learning and professional development of all members who strive to improve nursing care worldwide. Sigma Theta Tau was founded in 1922 by six nursing students at Indiana University who recognized the value of scholarship and the importance of excellence in practice. With the full idealism of women forging 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, widescale 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.