Dear Undergraduate Student,

Welcome to Duquesne University School of Nursing!

At Duquesne, we provide a student-centered education and serve students through a commitment to excellence in liberal and professional education. 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 83-year history that includes the first online PhD in Nursing Program in the nation in addition to other ground-breaking programs such as our Forensic Nursing Program.

The School of Nursing offers endless professional and personal opportunities for students and faculty. 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
• Ranked #62 in Best Graduate Schools by the U.S. News and World Report
• Ranked #10 in Most Military Friendly Colleges
• Ranked #45 in Graduate Nursing Online Programs by U.S. News & World Report
• 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
• Exciting study abroad opportunities in our BSN, DNP, and PhD Programs
• Hosting the annual Rita M. McGinley-Rice Symposium Exploring Social Justice for Vulnerable Populations
• A strong emphasis on nursing ethics
• A knowledgeable, caring committed faculty who are expert clinicians, researchers, teachers, and mentors
• A commitment to improve the health and well-being of culturally diverse individuals, groups and communities across the nation and globe
• Technology infused, evidence-based programs

We are pleased to have you as part of our Duquesne nursing community. I encourage you to check the website frequently as we continue to add innovative academic and professional programs in addition to the latest news about the School of Nursing.

Sincerely,

Mary Ellen Glasgow

Dean and Professor


## DIRECTORY – ADMINISTRATION

### Dean
Mary Ellen Smith Glasgow, PhD, RN, ANEF, FAAN  
540B Fisher Hall | 412.396.6554  
glasgowm@duq.edu

### Associate Dean for Academic Affairs
Rebecca Kronk, PhD, MSN, CRNP, FAAN, CNE  
542C Fisher Hall | 412.396.4228  
kronkr@duq.edu

### Associate Dean for Research
Melissa Kalarchian, PhD  
544B Fisher Hall | 412.396.6552  
kalarchianm@duq.edu

### Associate Dean for Student Affairs
Kate DeLuca, EdD, MBA  
550E Fisher Hall | 412.396.6551  
deluca899@duq.edu

### Assistant Dean for Clinical Skills and Simulation Education
Rosanna Henry, MSN, RN, CHSE  
512 Libermann Hall | 412.396.6120  
henyr@duq.edu

### Assistant Dean for Instructional and Clinical Technology
Joe Seidel, BA  
503 Fisher Hall | 412.396.1398  
seidelj@duq.edu

### Assistant Dean for Recruitment and Enrollment Management
Cherith Simmer, MS, RN  
545C Fisher Hall | 412.396.6556  
simmer@duq.edu

### Chair, Advanced Practice Programs
Denise Lucas, PhD, FNP-BCP  
525 Fisher Hall | 412.396.6542  
lucasd2495@duq.edu

### Chair, Advanced Role and PhD Program
Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN  
527 Fisher Hall | 412.396.6545  
zoucha@duq.edu

### Chair, Undergraduate Nursing Program
Torrie Snyder, PhD, RN  
553E Fisher Hall | 412.396.1449  
snydert2@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, Adult-Gerontology Acute Care Nurse Practitioner Program
Deborah Dillon, DNP, RN, ACNP-BC, CCRN, CHFN  
515 Fisher Hall | 412.396.5096  
dillond@duq.edu

### Director, DNP Program
Mary Kay Loughran, DNP, MHA, RN  
516 Fisher Hall | 412.396.6537  
loughranm@duq.edu

### Director, Family (Individual Across the Lifespan) Nurse Practitioner Program
Laura Crimm, MSN, FNP-BC  
520 Fisher Hall | 412.396.6458  
crimml@duq.edu

### Director, Forensic Nursing
L. Kathleen Sekula, PhD, PMHCNS, FAAN  
523 Fisher Hall | 412.396.4865  
sekula@duq.edu

### Director, Nursing Education and Faculty Role
Joan Such Lockhart, PhD, RN, CNE, ANEF, FAAN  
311 Fisher Hall | 412.396.6540  
lockhart@duq.edu

### Director, Psychiatric Mental Health Nurse Practitioner Program
Marie Smith-East DNP, PhD(c), PMHNP-BC, EMT-B  
523 Fisher Hall  
smithm52@duq.edu
Director, Second Degree BSN Program
Amber Kolesar, RN, MSN, CNE, CCRN-K
805 Libermann Hall | 412.396.1386
kolesara@duq.edu

Director, Clinical Immersion
Christine D’Antonio, MSN, RN
803 Libermann Hall | 412.396.1592
dantonioc@duq.edu

Director of Graduate Clinical Affairs and Adjunct Faculty
Donna White, DNP, CRNP, FNP-BC
550J Fisher Hall | 412.396.6548
whited5@duq.edu

Director of Undergraduate Adjunct Faculty and Clinical Affairs
Susan Kelly, EdD, MSN, RN, CMSRN, CNE, CHSE
702 Libermann Hall | 412.396.6538
kellys8@duq.edu

Director of Admissions
Scott Copley, MEd
551D Fisher Hall | 412.396.4661
copley@duq.edu

Director of Marketing
Shelly Boehm, MA
538 Fisher Hall | 412.396.4229
boehmm@duq.edu

Director of Operations
Sean Flaherty, MEd
545A Fisher Hall | 412.396.2067
flahert2@duq.edu

Business Manager
Amy Konop, MBA
535 Fisher Hall | 412.396.5879
konopa@duq.edu
DIRECTORY - FACULTY

Kelley Baumgartel, PhD, RN
Assistant Professor
517 Fisher Hall | 412.396.1615
baumgartelk@duq.edu

Alison Colbert, PhD, PHCNS-BC, FAAN
Associate Professor
524 Fisher Hall | 412.396.1511
colberta@duq.edu

Michael Deem, PhD
Assistant Professor
808 Libermann Hall | 412.396.1441
deemm@duq.edu

Jessica Devido, PhD, CPNP
Associate Professor
519 Fisher Hall | 412.396.1032
devidoj@duq.edu

Manjulata Evatt, DNP, RN, CMSRN
Clinical Assistant Professor
553C Fisher Hall | 412.396.4509
evattm@duq.edu

Linda Garand, PhD, GCNS-BC
Associate Professor
514 Fisher Hall | 412.396.6543
garandl@duq.edu

Ergie Inocian, Ed.D., MSN, RN
Clinical Assistant Professor
550K Fisher Hall | 412.396.1513
@duq.edu

Ruth Irwin, PhD, RN
Clinical Assistant Professor
806 Libermann Hall | 412.396.2071
irwinr@duq.edu

Karen Jakub, PhD, RN
Associate Professor
511 Fisher Hall | 412.396.6535
jakubk@duq.edu

Catherine Johnson PhD, FNP, PNP
Clinical Associate Professor
johnso99@duq.edu

Angela Karakachian, MSN, PhD, RN
Assistant Professor
553A Fisher Hall | 412.396.5229
karakachiana@duq.edu

Kimberly Kasper, DHSc, MS, ARNP-BC, SANE-A, CEN
Clinical Assistant Professor
kasperk@duq.edu

Inah Kim, PhD, RN
Assistant Professor
510 Fisher Hall | 412.396.1459
kimi@duq.edu

Ralph Klotzbaugh, PhD, FNP
Assistant Professor
522 Fisher Hall | 412.396.1617
klotzbaughr@duq.edu

Frank Kosonsky, Jr., DNP, RNC-NIC, CRNP, FNP-BC, NP-C, NNP-BC, CCN, C-ELBW, CNE
Clinical Assistant Professor
412.396.4230
kosnoskyf@duq.edu

Sr. Mary Meyers, C.S.J., BA, MSN, MS, BSN, RN, AGNP-C
Remediation Coordinator and Success Coach
312 Fisher Hall | 412.396.6459
meyersm1@duq.edu

Cara Morrill-Stoklosa, DNP, MSN, RN
Clinical Assistant Professor
716 Libermann Hall | 412.396.1009
morrillstoklosc@duq.edu

Noah Potvin, PhD, MT-BC
Assistant Professor
2Q Music School | 412.396.1786
potvinn@duq.edu

Cynthia Rost, DNP, RN
Clinical Assistant Professor
713 Libermann Hall | 412.396.6459
rostc@duq.edu

Khlood Salman, Dr.PH, RN
Associate Professor
521 Fisher Hall | 412.396.1509
salmank@duq.edu

James Schreiber, PhD
Professor
526 Fisher Hall | 412.396.1144
schreiberj@duq.edu
Elizabeth Skrovanek, PhD(c), BSN  
**Instructor**  
807 Libermann Hall | 412.396.6547  
@duq.edu

Pamela Spigelmyer, PhD, RN, CNS  
**Assistant Professor**  
512 Fisher Hall | 412.396.1507  
spigelmyerp@duq.edu

Mai-Ly Steers, PhD  
**Assistant Professor**  
550M Fisher Hall | 412.396.4761  
steersm@duq.edu

Mayra Toney, DNP, RN  
**Clinical Assistant Professor**  
553B Fisher Hall | 412.396.5227  
toneym@duq.edu

Melanie Turk, PhD, RN  
**Associate Professor**  
518 Fisher Hall | 412.396.1817  
turkm@duq.edu

Eric Vogelstein, PhD  
**Associate Professor**  
809 Libermann Hall | 412.396.4466  
vogelsteine@duq.edu

Yvonne L. Weideman, DNP, MBA, RN  
**Clinical Associate Professor**  
714 Libermann Hall | 412.396.4508  
weidemany@duq.edu

Susan Williams, MSN, RN, CHSE  
**Instructor**  
715 Libermann | 412.396.4945  
hardnersue@duq.edu

Tasha Wheeler, MSN, RN, CCRN  
**Instructor**  
814 Libermann Hall | 412.396.1616  
wheelert@duq.edu
DIRECTORY - STAFF

Madelyn Gibson Antonich, MPM, RN
Clinical Coordinator
704 Libermann Hall | 412.396.6536
gibsonantonichm@duq.edu

Meg Barefoot, ME
Graduate Academic Advisor
550B Fisher Hall | 412.396.2332
barefoot@duq.edu

Brian Bost, BA
Nurse Recruiter
551B Fisher Hall | 412.396.6539
bostb@duq.edu

Karen Bova, MSEd
Undergraduate Academic Advisor
550C Fisher Hall | 412.396.5046
bova@duq.edu

Tara Boyers, MS
Graduate Academic Advisor
550A Fisher Hall | 412.396.5228
boyerst@duq.edu

Lindsay Bowman, MS
Testing Coordinator
502B Fisher Hall | 412.396.4465
bowmanl@duq.edu

Carole Brletic
Data Management Assistant
529 Fisher Hall | 412.396.1815
brleticc@duq.edu

Mary Beth Calorie, BS
Administrative Assistant
537 Fisher Hall | 412.396.1694
caloriem@duq.edu

Josh Calvetti, BA
Lab and Multimedia Specialist
513 Libermann Hall | 412.396.6544
calvettij@duq.edu

Bernadette Clark, MSN, RN
Coordinator, Learning and Simulation Center
511 Libermann Hall | 412.396.2330
clarkb1@duq.edu

Lisa Cunningham, MPW
Web Design and Social Media Manager
550L Fisher Hall | 412.396.5263
cunninghaml3@duq.edu

Meghan Currie
Project Manager
544A Fisher Hall | 412.396.1434
wisinskim@duq.edu

Kellie Dalton, MS
Coordinator for Research Administration and Conference Planning
544 Fisher Hall | 412.396.5203
collierl@duq.edu

Lori Dado
Online Programs Admission Faculty Coordinator
530 Fisher Hall | 412.396.2606
dadol@duq.edu

Elizabeth Davidson, MA
Administrative Assistant to Academic Affairs
Coordinator of Professional Development and Continuing Education Events
542 Fisher Hall | 412.396.2072
davidsone@duq.edu

Jeannine Demblowski, AS
Administrative Assistant to Undergraduate Program
553D Fisher Hall | 412.396.6549
demblowskij@duq.edu

D’rese Despert, BA
Administrative Assistant to Graduate Programs
531 Fisher Hall | 412.396.5878
despertd@duq.edu

Sam Duguid, MA
Outcomes Coordinator
543 Fisher Hall | 412.396.1435
duguids@duq.edu

Kelly Fox
Part-time Technology Specialist
544 Fisher Hall | 412.396.2607
foxk1@duq.edu

Johanna George, BFA
Admissions Coordinator
551C Fisher Hall | 412.396.2607
georgej4@duq.edu
Alana Harteis, MEd
Undergraduate Academic Advisor
550G Fisher Hall | 412.396.5586
harteisa@duq.edu

Gail Hric
Lab Assistant
513 Libermann Hall | 412.396.4662
hricg@duq.edu

Emily Lottes, MA
Undergraduate Academic Advisor
550G Fisher Hall | 412.396.1743
lottese@duq.edu

Barbara Marone
Administrative Assistant - Clinical Affairs
705 Libermann Hall | 412.396.1423
maroneb@duq.edu

Gina Plocki, BSN, RN
Nursing Recruiter
551A Fisher Hall | 412.396.6534
plockir@duq.edu

Leigh Anne Rethage, BS, BSN, RN
Clinical Coordinator for Online Programs
703 Libermann Hall | 412.396.1481
rethagel@duq.edu

Robbyn Snyder
Administrative Assistant
545 Fisher Hall | 412.396.1481
snyderr2@duq.edu

Jill Speer
Project Manager
551E Fisher Hall | 412.396.2308
speerj@duq.edu
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INTRODUCTION
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The School of Nursing History
The School of Nursing was founded in 1935 as a unit in the College of Liberal Arts and Sciences. In 1937, it was established as a separate school and approved by the State Board of Education of the Commonwealth of Pennsylvania to confer the degree of Bachelor of Science in Nursing and the degree of Bachelor of Science in Nursing Education by Duquesne University. The program leading to the degree of Bachelor of Science in Nursing Education was designed to meet the specific needs of the registered nurse while the basic program leading to the degree of Bachelor of Science in Nursing, the first in Pennsylvania, was designed for the high school graduate. The School of Nursing continued to offer two separate degrees until 1964. In September of that year, a single revised professional nursing program was implemented for admission of both basic and registered nurse students leading to the degree of Bachelor of Science in Nursing.

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

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

In 1986, the Graduate Nursing Program was opened to offer the Master of Science in Nursing. Today, the areas of specialization offered are: Family Nurse Practitioner, 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.

In 2008, the School of Nursing opened a Doctor of Nursing Practice (DNP) program. In Fall of 2014, the School of Nursing launched a newly designed RN-BSN program and a 5-year joint Biomedical Engineering and BSN program. In 2017, the School of Nursing launched the PhD in Nursing Ethics program. In 2020, the School of Nursing launched its first BSN-DNP program leading to a degree in Executive Nurse Leadership and Health Care Management.

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

The curriculum, faculty, course expectations, and examinations are the same for the online format as they were in the traditional format. This innovative, program is offered through the Blackboard Enterprise Learning System and Academic Portal. Classes are delivered in asynchronous format through postings and online discussions boards and occasionally, synchronous instructor facilitated class “chats” at conveniently scheduled times instead of in a classroom on campus. Faculty members conduct virtual office hours through email as well as having designated “real time” online and telephone office hours. Students are always welcome on campus to meet with faculty. Students are required to view a Virtual Orientation at the beginning of the first semester of enrollment.
University Mission Statement
Duquesne University of the Holy Spirit is a Catholic University, founded by members of the Congregation of the Holy Spirit, the Spiritans, and sustained through a partnership of laity and religious. Duquesne serves God by serving students - through commitment to excellence in liberal and professional education, through profound concern for moral and spiritual values, through the maintenance of an ecumenical atmosphere open to diversity, and through service to the Church, the community, the nation, and the world.

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

School of Nursing Vision Statement
From its beginnings in 1937, Duquesne University School of Nursing has challenged its students to develop their minds, hearts and spirits. Dedicated to excellence and imbued by a sense of purpose, the faculty of nursing integrates nursing science and evidence-based practice with moral and spiritual values, preparing its students to be leaders, locally and globally. As citizens of the world, we embrace ecumenism and diversity, standing with the oppressed and vulnerable and teaching by example.

School of Nursing Philosophy
The faculty believes that nursing is a human science profession and an academic discipline that focuses on the diagnosis and treatment of human responses to actual or potential health problems. We believe the client, conceptualized as an individual, family, group or community, is the focus of the professional nurse. We believe each client and member of the School of Nursing community is unique and holds values and beliefs reflective of their own culture, sense of spirituality, and life experiences.

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

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

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

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

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

Program Outcomes

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

   - 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.

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 Academic Advisor or the Office of Student 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 Academic Advisor and all faculty members are here to help you learn the skills you need to advocate for yourself and your future patients; part of the learning process includes taking on that role as a student.
REGISTRATION AND GENERAL INFORMATION
REGISTRATION AND GENERAL INFORMATION

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

Computer

- Windows 10 or Mac OS X 10.13 High Sierra or later
  *(Chromebooks and iPads are not compatible)*
- Intel Core i5 processor or higher, no older than 2015
- 8 GB RAM or greater recommended
- Broadband Internet connection at least 2 Mbps download and 2 Mbps upload speed
- Webcam for video conferencing and proctored exams
- Microphone (Webcam with integrated microphone sufficient)
- Headphones or earbuds
- Speakers

Software

- Microsoft Office 2016 or later (download available for free as a Duquesne student)
  *(www.duq.edu/about/campus/computing-and-technology/software)*
- Adobe® Reader DC or later
- Mozilla Firefox
- Google Chrome

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

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

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

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

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

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

**General Abilities**
To provide quality nursing care the student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell so that data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. The student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium and movement. A student must be able to respond **promptly** to urgent situations that may occur during clinical practice activities nor hinder the ability of other health care team members to respond promptly. **Students are not permitted to take substances that have the potential to slow their reaction time in providing prompt treatment and care of 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 non-verbally and to translate this information to others. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language**. A candidate must be able to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes written and oral communication to patients, families, and members of the health care team.

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

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

**Intellectual - Conceptual Ability**

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

**Behavioral/Social Attributes**

The student is expected to demonstrate compassion, integrity, motivation, accountability, effective interpersonal skills, and concern for others. The student is expected to have the emotional stability to fully utilize his/her intellectual abilities, exercise sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. Students are expected to have the ability to establish rapport and maintain sensitive and confidential interpersonal relationships with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds. The student is expected to have the flexibility to function effectively under stress, including emergency 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, 2008).

Students requesting accommodation should contact the Duquesne University Office of Disability Services at 412-396-6657/6658.

**Confidentiality**

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

**Misrepresentation**

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

Technical Standards are posted on the admissions page of the School of Nursing website. All requests for accommodation by applicants or current students are to be directed to the University Office of Disability Services. In certain circumstances, the Assistant Dean for Recruitment and Enrollment Management, Associate Dean for Student 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.

**Academic Calendar**

The academic year for RN-BSN students is based on 5 terms: fall term 1, fall term 2, spring term 1, spring term 2 and summer term, which run approximately as follows:

- Fall term 1 runs from late August to mid-October
- Fall term 2 runs from mid-October to mid-December
- Spring term 1 runs from early January to mid-March
- Spring term 2 runs from mid-March to early May
- Summer term runs from early May to early July

For official term dates, please refer to the University Academic Calendar at https://www.duq.edu/academiccalendar

**Academic Advisement**

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

Mrs. Meg Barefoot  
550B Fisher Hall  
412-396-2332  
barefoot@duq.edu

Students should discuss any questions or concerns related to their progression with their Academic Advisor at any time during the semester.

**Multipass Instructions**

The University uses a MultiPass system that will allow you to access a variety of electronic resources at Duquesne through the internet. DORI (Duquesne Online Resources and Information) is the portal through which you can access information, including the ability to view and print your course schedule, and access your DU email and Blackboard. To begin the process, you must initialize your MultiPass account at www.duq.edu/multipass. Follow the directions on the MultiPass website to set up your account. To make the transition a little easier, we have directions for accessing your student schedule, your DU email, and Blackboard in this handbook. Please remember that you must initialize your MultiPass account in order to gain access to these resources.
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 email from the School of Nursing and faculty will be sent. You are to use this account for ALL Duquesne communication. Students are expected to check their email every 24 hours during the school week, Monday - Friday.

- Log on to DORI
- Click on the email icon in the blue bar at the top of the page

Duquesne Online Resources and Information (DORI)
DORI is a portal through which you can access Duquesne University information, including the ability to view and print your course schedule, your financial aid package, your tuition bill and a multitude of other resources and services. DORI also serves as your access to Blackboard.

Another important resource is the Nursing Student Intranet Site which is located by clicking on the Index icon at the top of the page, then look for the “Schools in DORI” section in the middle of the page and click on Nursing. This site functions as a “bulletin board” as well as a resource for a variety of information including announcements, student handbooks and policies, job opportunities, scholarship information, etc.

Ebills on Self Service Banner
The tuition billing process at the university is paperless. All bills can be viewed via 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
- Print the eBill

DU Card
All students are required to have a DU Card to be in compliance with the School of Nursing. If you live near Pittsburgh, you are welcome to come to campus any time during DU Card Center hours (8:30 am - 4:30 pm) to obtain your ID card. You must be registered for classes to be eligible to receive your ID card.

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

- Color photo taken within the past six months
- Solid white, off-white, or very light background
- Proper lighting
- Centered and frontal view of full face
- Cropped from just above the top of the head to the collarbone
• Eyes open and visible (wear prescription glasses if you normally do so; wait for shading to fade if wearing transition lenses)
• Save photo using your last name and first initial as a .JPG file type

Unacceptable Photo Submissions include:

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

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

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

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

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

**Late Papers and Assignments**

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

**Lost Assignments**

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

**Time Limit for Degree Completion**

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

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

The student will be notified in writing by the Academic Standing Committee of the decision.

**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 polices governing confidential information. Anyone who violates any of these rules will be subject to discipline, which might include, but is not limited to, expulsion from DUSON. In addition, violation of these rules may lead to civil and criminal penalties under HIPAA and potentially other legal action.

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

As a DUSON Student:

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

**Electronic Devices in Clinical Setting**

No personal phone conversations or texting are allowed at any time while in patient/client areas. If the student needs to respond to an emergency text or phone call during clinical, the student is asked to leave the area and respond as deemed necessary. Students are not permitted to wear earbuds during testing, or in a clinical setting. Smartphones, iPads, and smartwatches can only be used to provide patient care in the clinical setting if permitted by the clinical agency.

**Social Media**

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

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

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

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**University Counseling and Well-Being Center**

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

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

**Health Services Office**
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**

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

**Campus Ministry**

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**

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 Disability Services**

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.

**Office of Diversity and Inclusion**

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

**Financial Aid**

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.
SCHOOL OF NURSING
ACADEMIC POLICIES
Grading Scale

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

<table>
<thead>
<tr>
<th>NUMERICAL GRADE</th>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.00 – 100</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>92.00 – 94.99</td>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>89.00 – 91.99</td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>86.00 – 88.99</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>83.00 – 85.99</td>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>78.00 – 82.99</td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>74.00 – 77.99</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>65.00 – 73.99</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>64.99 and below</td>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
</tr>
<tr>
<td>LG</td>
<td>Late grade (not reported by faculty)</td>
<td></td>
</tr>
</tbody>
</table>

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; theoretical and clinical aspects. Students are expected to attend all classes, clinical experiences, and practice laboratories. The specific attendance policy may vary with courses. Students must receive a grade of “C” of better to pass all non-nursing courses required for graduation.

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 grades of “C+” or higher are not achieved in nursing, the courses must be repeated. Students must receive a grade of “C” or better in all other courses to receive a passing grade and credit for the course. A grade of "B-" is required in any graduate level course taken throughout the RN-BSN program.

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. Consistent with the University academic policies, a student will be placed on academic probation when either the term/semester or the cumulative QPA falls below 2.3. Removal from the probationary status requires that the student achieve both a term/semester and cumulative QPA of 2.3 or higher in the subsequent term.

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

Additionally, a student who fails two different nursing courses or has two failures in the same nursing course will be dismissed from the BSN program.

**Attendance/Participation Policy**

It is the policy of the Duquesne University School of Nursing that every student is expected to participate in each of his/her courses through regular attendance at lecture, clinical lab and simulation sessions, and clinical practica. It is further expected that every student will be present, on time, and prepared to participate in all learning experiences.

At the beginning of the course, faculty are expected to distribute in writing the attendance policies which apply to their courses.

- Any student who does not fully participate in the required residencies for their program and complete all lab and simulation components, will receive a failing grade for the course.
- Any student who does not complete all of the required clinical/practice hours required by the course will receive a failing grade for the course.
- Please note that evaluation begins the day the semester begins and ends the day the semester concludes.

**Students are required to take all examinations and quizzes on the scheduled date. Vacations and social events are not considered to be excused absences. Students are advised not to make and personal or travel plans until all course requirements have been met.** Any special request must be pre-arranged and pre-approved by your course faculty member.

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

**Review of Testing Items**

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

**Examinations and Quizzes**

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

All students are encouraged to use good judgment in deciding whether or not to sit for an exam. If the faculty member allows each student to drop one quiz grade in his/ her course according to the syllabus, the faculty member reserves the right not to provide a make-up quiz for those who are absent.

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

**Incomplete Grades**

An instructor, at his or her discretion, may assign an incomplete ("I") grade at the conclusion of a term. Students 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. The University Registrar will convert incomplete grades that remain after the deadline to final and permanent grades of "F" (Failure).

An instructor may grant an extension to the I-to-F deadline by submitting formal notification to the University Registrar prior to the original deadline and must include a date by which the final grade will be 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 withdraw 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 specified semester.

**RN-BSN Program Readmission Policy**

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

**Clinical and Class Attendance**

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

Because this is a professional nursing program, students are expected to attend all online classes and all clinical experiences. It is not permissible to arrive late or leave early without permission. For any absence, students are required to notify their faculty member and in the case of clinical, their preceptor.

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

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

**Class Attendance**

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

**Clinical Attendance**

It is the responsibility of the RN-BSN student to establish a clinical practicum the semester prior to the semester that the student will complete the community clinical course. It is the responsibility of the RN-BSN student to submit a copy of the proposed preceptor’s CV and a brief summary of the proposed community clinical experience through the footprints system by the posted deadline to be eligible for clinical.

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

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

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

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

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

**Religious Observances**

Embodying a culturally and spiritually diverse community, Duquesne University recognizes that on the occasion of important or solemn religious days, certain of its 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. All missed clinical hours must be made up.

**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
Lee Robbins
412.396.2560
Robbinsl1@duq.edu
Union #339

Deputy Title IX and Sexual Misconduct Prevention and Response Coordinators
Sherene Brantley (Athletics) - 412.396.5243
Ryan Dawson (Human Resources) – 412.396.5881
Annie Mullarkey Sawa (Student Council) – 412.396.6642
Kate DeLuca (Nursing) – 412.396.6551
Andrew Logan-Graf (Disability Services) – 412.396.6658

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

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 grade appeals follows the steps listed below, which follows the policy adopted by Duquesne University.
- Beyond grade appeals, other appeals, grievances or complaints should be addressed formally in writing to the instructor. If a student wishes to appeal or grieve beyond the instructor, the next step would be the 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

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 process 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.
- The Director of Anti-Discrimination and Compliance may be contacted at (412) 396-2073.
If a student has not been provided accommodations specified as required by the Office for Disability Services, she or he should contact the Director, Freshmen Development and Disability Services.

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

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

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

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

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

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

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

A faculty member to whom a student appeal is presented may choose to respond in person to the student’s appeal at the Third Level of the process and may have an additional person present as an advisor. However, that person may not serve as the faculty member's representative and has no right to speak or otherwise participate in the appeal process.
Within 5 business days of receiving the student's formal appeal, the faculty member shall prepare a
detailed written decision that is responsive to the student's stated reason(s) for the appeal. This
decision shall be emailed to the student at his or her university email address with a copy to the dean
of the college/school in which the faculty member holds her or his academic appointment and in
which the course was offered.

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

**Third and Final Level: Appeal to the Dean**

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

Within 5 business days after receiving the appeal, the dean shall thoroughly review the record of the
appeal and email a decision about the appeal to the student and the faculty member at their
university email addresses. The dean's decision shall respond to the student's stated reason(s) for the
appeal and to the faculty member's response, if one was provided to the student.

The decision of the dean is final.

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

In rare circumstances, a student may wish to contest her or his grade in a course taught by a faculty
member no longer employed by the University. In such circumstances, a grade may be changed by
the Provost and Vice President for Academic Affairs upon the recommendation of the appropriate
dean and department chair or division head.
<table>
<thead>
<tr>
<th>Person Responsible</th>
<th>Level of Appeal</th>
<th>Process</th>
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<tbody>
<tr>
<td>Student</td>
<td><strong>First Level</strong> - can occur at any time before the deadline for Second Level</td>
<td>Informal appeal</td>
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<td>Student</td>
<td><strong>Second Level</strong> - begins when student submits an appeal in writing, dated and</td>
<td>Written appeal</td>
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<td>signed, and titled &quot;Final Grade Appeal.&quot; Must be filed within 10 business days</td>
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<td>of the start of classes of the fall or spring semester immediately following the</td>
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<td>award of the grade in question. Written appeal is sent to the faculty member</td>
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<td>with a copy sent to the dean of the college/school in which the faculty member</td>
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<td>holds her or his academic appointment and in which the course was offered</td>
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<tr>
<td>Dean</td>
<td><strong>Second Level</strong> – the Dean will determine if the appeal meets the Grounds for</td>
<td>Written appeal</td>
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<td>Appeal. If it does not, the student and faculty member will be notified and the</td>
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<td>appeal process terminated</td>
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<td>Faculty Member</td>
<td><strong>Second Level</strong> - within 5 business days, faculty member responds in writing to</td>
<td>Written response</td>
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<td>student's written appeal</td>
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<td>Student</td>
<td><strong>Third and Final Level</strong> - within 5 business days of receiving (i) an</td>
<td>Appeal to the Dean</td>
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<td>unsatisfactory written response from faculty member or (ii) no response from</td>
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<td>faculty member within 5 business days, student notifies dean of wish to move</td>
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<td>to Third Level of appeal</td>
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<tr>
<td>Dean</td>
<td><strong>Third and Final Level</strong> – within 5 days of receiving the student or the faculty</td>
<td>Appeal to the Dean</td>
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<td>member’s notification, the dean shall notify the student, the faculty member,</td>
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<td>and the faculty members department chair, division head, or program director</td>
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<td>that the appeal has proceeded to the Third and Final level of appeal.</td>
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<tr>
<td>Dean</td>
<td><strong>Third and Final Level</strong> - within 5 business days of receiving appeal, dean</td>
<td>Dean issues final decision</td>
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<td>informs student and faculty member of decision. The decision of the dean is</td>
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<td>final</td>
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Academic Integrity

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

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

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

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

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

II. Definitions and Standards: Violations of Academic Integrity

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

- **Cheating.** Cheating on quizzes, tests, examinations, or projects may include giving, receiving, or using unauthorized assistance or material. (Unauthorized material may include, but is not limited to, notes or other written documents as well as wireless communication or computing devices, calculators, formulas, computers, computer programs, software, data, or text.) In other contexts (e.g., group projects, labs), cheating may include forms of deception intended to affect grades or other outcomes. Cheating may also include, but is not limited to, student use of sources beyond those authorized by the instructor in fulfilling assignments such as writing papers, preparing reports, developing course projects, or solving problems. Cheating may also include student possession without permission of tests or other academic material belonging to a member of the University faculty or staff.

- **Plagiarism.** Plagiarism in papers or other written, electronic, or oral work (including essays, research papers, theses, dissertations, presentations, class projects, or work for publication) may include, but is not limited to, the use—whether by summary, paraphrase, copying, direct quotation, or a combination of such methods—of the published or unpublished work or the specific ideas of another person or source without full, clear, and specific acknowledgment (including the use of quotation marks or other conventions to indicate the source’s language). Plagiarism may include the submission of material from sources accessed through the Internet or by other means, or from other individuals, without proper attribution. Also, plagiarism may include the submission of a paper prepared in whole or in part by another person or persons or an agency or entity engaged in providing or selling term papers or other academic materials. Plagiarism may also include the submission, without the instructor’s approval, of work submitted for credit in another course.

- **Deceit in academic matters.** Deceit may include, but is not limited to, deliberately furnishing false information to or withholding relevant information from any University instructor, official, or office.
• **Misuse of documents.** Misuse may include, but is not limited to, forgery, alteration, or improper use of any University document, record, or instrument of identification (written or computerized). It may also include misappropriation, mutilation, or destruction of tangible assets such as books, journals, electronic data, and related resources available in libraries and offices.

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

### III. Academic Sanctions

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

If a student is guilty of violating academic integrity, information regarding the violation and sanction will be maintained by the Office of the Provost.
Academic Integrity Procedures

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. Provisions in the policies and procedures of a School may deviate from and supersede the University Policy and Procedures only when they represent accepted practice for the discipline concerned as this is reflected in publications of the relevant professional association or accrediting body. Each such provision must be approved by the Provost and Vice President for Academic Affairs and clearly noted as an exception to the University Policy and Procedures wherever the School’s policy and procedures are published. In all cases, School procedures will specify mechanisms for insuring 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., University Core courses), 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 may refer the case to the University Academic Integrity Appeals Committee for review if the student presents compelling evidence that the proceedings in the School or College were inadequate. The Committee, at its discretion, may wish to go beyond an examination of the written record and hold a hearing at which the student and other witnesses may appear. The Committee must forward its recommendations regarding the case to the Provost within 15 university days or receiving the referral.

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

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


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Duquesne University Academic Integrity Violation Policy

**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.
In the most serious cases, ones which might lead to suspension or dismissal from the University, the Dean’s recommendation is transmitted to the University Provost/Vice President for Academic Affairs for implementation within 10 university days of notification. If the University Provost/Vice President for Academic Affairs is in agreement with the sanction, the Dean will inform the student in writing of the sanction and right to appeal. The University Provost/Vice President for Academic Affairs may request a review of the violation and sanction if they have concerns regarding the proceedings from the University Academic Integrity Committee.

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

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

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

Student _________________________________________  Date________________________
ID# ___________________________________  Level ____________________
Course Number/Title _______________________________________________  Semester/Year_________________
Instructor Name  ______________________
Campus Phone ________________________________ Campus Office # ___________________________________

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

Describe the circumstances of the violation(s):

SANCTIONS (More than one may apply)
☐ Written warning (this form may constitute written warning)
☐ Loss of credit for work involved in violation of code (assignment, examination, quiz)
☐ Reduction in the course grade
☐ Clinical failure
☐ Failing grade in the course

☐ Suspension from: (Sanction from Dean’s office only)
☐ Program ☐ Department ☐ College ☐ University
Length of Suspension ________________
☐ Expulsion from: (Sanction from Dean’s office only)
☐ Program ☐ Department ☐ College ☐ University

To the student: Please sign in one of the two lines below:
I, ____________________________________, Agree with the sanction
I, ____________________________________, Wish to appeal the accusation and/or the sanction
(To appeal, student must submit a written appeal to the Associate Dean for Student Affairs within 10 University days. The Associate Dean for Student Affairs will convene the Academic Standing Committee, which serves as the Academic Integrity Appeals Committee.)

Instructions:
1. Provide copy to student
2. Send copy to Associate Dean for Student Affairs within 10 University Days
Leave of Absence

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

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

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

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

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

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

Financial aid, insurance, and/or other funding may be affected by federal law and/or university policy when taking an Approved Leave of Absence and should be investigated prior to leave.
International students should consult with the Center for Global Engagement before requesting a leave of absence, since visa status and other related issues could be affected.

**Code of Conduct**

In accord with the 2015 American Nurses Association’s (ANA) *Code of Nursing Ethics with Interpretive Statements (Code for Nurses)*, which explicates the goals, values, and ethical precepts that direct the profession of nursing, standards of professional conduct for students of nursing at Duquesne University School of Nursing are defined herein. During enrollment in the School of Nursing all students are expected to abide by *Duquesne University Standards of Professional Conduct*. These standards apply both on campus and during all School of Nursing and University off campus experiences, including all course-related practice, online and electronic communication and research activities.

1. Consistent with the professional nurse’s obligations related to professional responsibility and accountability, the student will -
   
a. Initiate and maintain his/her presence and responsiveness in online courses in which they are enrolled.

b. Participate actively in any clinical practicum experiences to which they are contracted. Unexcused absences are unacceptable and may lead to failure in the course, and/or dismissal from the School of Nursing.

c. Prepare for class, clinical practice, and research-related activities in advance to enhance and insure the patient safety and learning.

d. Comply with the School of Nursing codes and expectations and those established by clinical practice and research partners.

2. Consistent with the professional nurse’s obligations related to competent application of knowledge and competence in nursing practice, the student will –

   a. Evaluate one’s own and one’s colleague’s nursing practice in relation to professional practice standards and guidelines, relevant statutes, rules, and regulations.¹

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

3. Consistent with the professional nurse’s obligations related to communication and collaboration, the student will –

   a. In all professional relationships, including those with faculty, practicum preceptors and colleagues, students, peers, patients, and research participants practice with compassion and respect for the inherent dignity, worth, and uniqueness of every individual unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

4. Consistent with the obligation to practice ethically, the student will -

   a. Assume responsibility for own learning, with faculty guidance.
b. Evaluate his/her own progress towards attainment of student learning and professional goals.

c. Demonstrate integrity, respect and thoughtfulness in all classroom, online, and practicum environments. (Refer to SON Policies on Academic Integrity and Technology)

d. Observe institutional, ethical, and legal parameters regarding confidentiality of patients, families, their records, and all information related to their care.

**Personal Conduct**

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

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

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

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

**Student Civility - Civility and Incivility Defined**

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

Classroom Conduct

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

- **Always address the faculty member or clinical faculty member by his or her title:**
  - Professor or Doctor

- Students who are disruptive or uncivil in the online setting may be reprimanded and face a violation of professional conduct.

- Behaviors considered disruptive, unruly, or that interfere with the ability of the professor to teach may include:
  - Intimidating behavior, language or posts
  - Persistent argumentation or refusal to comply with a direct request
  - Offensive behavior

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

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

Audio/Video Recording Policy

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

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

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

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

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 with electronic resources
- Be prepared as required per each course
- Ensure patient safety
- Fulfill required number of hours
- Students must call their preceptor and leave a voice mail message in the event of tardiness or absence prior to the start of clinical
- Failure to contact the preceptor of tardiness or absence in advance of the start of clinical is considered patient abandonment (No-Call/No-Show) and may be sanctioned
- Students must have knowledge of and adhere to the clinical dress code set forth by the Duquesne nursing programs
- Use of electronic devices in the clinical setting is limited to patient care only when allowed by the clinical agency
- 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

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

Dependent upon the nature of the violation, disciplinary action may be applied to an individual violation. In addition, an annual review of accumulated violations may be judged to reflect a pattern of behavior inconsistent with professional conduct and lead to dismissal.
Procedure for Faculty in Responding to Violations of Standards of Professional Conduct in the Student Role

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

1. Sanctions are to be determined by the faculty member
2. The faculty member is to send all VPC forms to the Associate Dean for Student Affairs, Chair of the respective program, Associate Dean for Academic Affairs, and Dean within 3 days of issuance to the students. The VPC forms are reviewed and kept in the Office of Student Affairs.
   a. If the violation is of a more serious nature, the faculty member must notify the Associate Dean for Student Affairs and Associate Dean for Academic Affairs immediately following the issuance of the violation. An immediate course of action will be determined and may be referred to the Academic Standing Committee for review at a special meeting.
   b. 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.
3. The rights of the student will be safeguarded as set forth in the program specific Student Handbook and the Duquesne University Code of Student Rights, Responsibilities, and Conduct.

Possible Sanctions

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

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

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

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

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

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

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

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

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

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

**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 programs are eligible to secure a license upon successful completion of the program and all students licensed and enrolled in 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 and their families and to afford students, who are not legally restricted and are no longer chemically impaired, the opportunity to continue their education without stigma or penalty, and to protecting society from harm that impaired students could cause.
Indications for Referral for Evaluation

Students are 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 screen
- 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 screen 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 are also be performed as a condition of participating in the clinical education component of the curriculum.

If a didactic or clinical faculty member or preceptor suspects possible substance abuse by a student who is in class or in a clinical setting, they will report the suspicious behavior to the Faculty of Record and the Assistant Dean of Student 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

Once notification occurs that a student is suspected of violating the substance abuse policy, the student will be instructed to report to the designated testing laboratory. The cost of any drug or alcohol testing will be assumed by the nursing program. The Chair of the BSN Program has the authority to temporarily suspend the student from the clinical practicum pending the final results of any tests.
Referral for Evaluation: Pennsylvania Nursing Peer Assistance Program

Students who are enrolled in the pre-licensure (traditional or second degree) programs at Duquesne University, and those 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 Pennsylvania Nursing Peer Assistance Program (PNAP) for further assessment. PNAP is an organization sanctioned by the Pennsylvania State Board of Nursing whose purpose is to provide assistance to individuals who may be in need of treatment, protect the ability of individuals to secure and maintain a nursing license, and ensure the public health and safety. Its recommendations are supported by the School and the University.

In the event of a positive diagnostic impression by an independent drug and alcohol counselor as identified by PNAP, 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 PNAP. Where so indicated, such students will also be required to engage in a monitoring contract administered by PNAP. Those individuals who are enrolled in any of the graduate nursing programs at Duquesne University and who hold a nursing license in a state other than Pennsylvania will be referred to the appropriate state board or peer assistance program.

Procedure for Violation of Substance Use/Abuse 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 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 PNAP within three (3) university days for an initial intake and referral to a qualified drug and alcohol counselor as selected by PNAP.
3. When referral for assessment is indicated by PNAP, the Associate Dean for Student Affairs and the Director of the PNAP 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 PNAP, 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 PNAP. Designated individuals from the School, including the Associate Dean for Student Affairs and the Dean, will be signatories to the contract. Enrollment in the PNAP 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 PNAP program, will continue to be enrolled in the PNAP program under contract, until they have completed the minimum monitoring requirement.
7. Refusal to contact PNAP, 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 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.

**Student Health Insurance**

All matriculated online students must carry comprehensive health protection through either an indemnity medical insurance policy or enrollment in a health maintenance organization. Online students are eligible to purchase health insurance through Duquesne University.

**Medical Clearance**

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

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

**Students taking prescribed medications should be aware of the effects of these medications on alertness, judgment, and the ability to meet all technical standards. Students cannot attend clinical if there is impairment of ability to safely provide care to assigned patients.**

**Course or Program Withdrawal**

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

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

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

For a student who wishes to withdraw from a course up to the date permitted by this policy:
Following discussion of the proposed withdrawal with the Academic Advisor, the student must send an email to their instructor from their Duquesne e-mail account. Once the instructor gives permission, the student must forward the mail to their Academic Advisor, with their request to withdrawal from the course. The Advisor approves the request by completing the form and obtaining the Dean’s signature.

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

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

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 Center for Global Engagement and other offices as appropriate.

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

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

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

Medical Documentation
To qualify for a medical withdrawal, the student must also submit to the 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 dean 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 fit to reenroll in a subsequent semester.

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

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

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

Any reduction to Title IV funds will be determined using the Federal Financial Aid pro rata refund policy. University gift aid and all other non-Title IV financial aid will be reduced by the same percentage as the tuition reduction and returned to the source of the funds in question.
Laboratory fees, University fees, housing costs and fees, refunds prior to withdrawal, and any other fees already committed by the University on behalf of the student will not be refunded.

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

**Process Outline**

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

**Withdrawal from University/Termination of Attendance**

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

**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

**Academic Writing Standards**

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

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

- The School of Nursing follows the guidelines set forth in the 6th Edition of the *American Psychological Association Publication Manual*. Students are expected to conform to the guidelines in all academic writing, unless specifically directed otherwise.
- Effective management and presentation of references is critical in academic writing. As such, all students are required to use a citation manager software program for all writing
assignments. EndNote is currently provided by Duquesne University to all students free of charge.

- Students are strongly encouraged to take advantage of all school offerings related to improving writing—from opportunities to submit drafts, to webinars on EndNote and other software.

- The Online Writing Center is an invaluable resource to students. Through this unique program, students are able to meet one-on-one with a writing center consultant about their writing. All students are strongly encouraged to use the Online Writing Center for assignments.

- All papers should be submitted in Microsoft Word. Students should make sure that file names include their last name, assignment information, and date (unless otherwise instructed).

- Students are expected to follow the rules and regulations set forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.

**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. All previous coursework will be evaluated for transfer.
CLINICAL POLICIES
CLINICAL POLICIES

Clinical Preparation

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

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

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

Failure to meet all requirements will prohibit students from clinical learning activities and may result in cancellation of course registration. Any clinical/practicum hours completed by a student without completion of the above requirements will not be counted toward the requirement for the course and may result in academic reprimand. The Clinical Coordinator will give approval once all requirements have been met and the clinical learning activity can proceed.

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

All health requirements must be entered into the Duquesne University Health Service Portal, accessible via DORI, for review and approval. All health requirements must be reviewed and approved in order for a student to be considered to start a clinical/practicum course. Please follow the instructions for accessing the Student Health Portal and uploading documents for review.

This process should be started, at the latest, the semester prior to entering a clinical or practicum course. Deadlines for all clinical learning activity documents will be communicated by the Clinical Coordinator via email and the Clinical Coordination Blackboard page on a continual basis

CastleBranch Instructions

You must establish an initial CastleBranch document tracker account. The cost of this package ($10) includes the review, management, and storage for your clinical requirements both as a current student and after graduation. CastleBranch is the required route for all state-specific background checks and drug screenings unless otherwise noted.
In order to begin this process, students must follow the instructions provided below.

- Visit duquesne.castlebranch.com
- Click on “Place Order” at the bottom of the page in red
- Choose your online program
- Choose your state of residence
- Choose “I need to submit my document tracker requirements”
- Check the box after reviewing the disclaimer.
- Click Continue.
- Enter your personal information and personal identifiers. Please note, you must use your Duquesne (@duq.edu) email address
- Enter your Graduate Designation, Degree, and Expected Graduation Year
- Click Next
- Choose a password
- Confirm the password
- Click Create Account
- Enter any additional names you may have used in the past
- Choose the name for the document manager from the dropdown menu and click Next
- Review your order and click Next
- Enter your payment information, verify your billing address, and then click Submit
- Review your order confirmation page. You will also receive an email with this information. You can print your confirmation page at this time.
- Click Next to see your document manager.
- Your package will contain four (4) required documents (CPR certification, RN license, HIPAA, and BBP). Next to each required document is a plus (+) sign that will show you what the requirements are for each document in detail. You can upload each document to its respective location as it becomes available to you. You may also upload all documents to the My Documents folder in the Document Center and then place them in their appropriate folder. Follow the instructions for uploading and submitting each of the four (4) documents.
- Students are able to see the status of each document. Documents uploaded will have a status of “In Process” or “Pending Review” until each document is reviewed by CastleBranch. When a document has been reviewed and approved, its status will change to “Complete.”

**Students are responsible for uploading their documents and checking on the status of them in a timely manner. CastleBranch will send email alerts as RN licenses and CPR certifications are nearing expiration.**

**School Of Nursing Clinical Requirements**

**CPR**

All students are required to present proof of current CPR training, and maintain current CPR training throughout their graduate program. Training must include adult and child CPR, obstructed airway, and Automatic External Defibrillator instruction. American Heart Association or AHA-approved courses (i.e. US military courses) for the Healthcare Provider or Professional Rescuer are acceptable.
**RN License**
All students are required to have a current, unencumbered RN license in the state in which they are completing clinical or practicum hours.

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

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

**Additional Clinical Requirements**
Students may be required to complete additional clinical requirements for an agency. It is the student’s responsibility to investigate the clinical requirements required for a given agency and also the student’s responsibility to complete any and all requirements to be in compliance with agency policy and our mutual affiliation agreement. This may include but is not limited to a drug test, criminal record check, child abuse clearance, and FBI fingerprinting. These additional requirements may cost; the cost is the responsibility of the student. These requirements may need to be repeated throughout the program as the need arises. Links to commonly requested site-specific requirements are maintained on the Clinical Coordination Blackboard page.

**School of Nursing Health Requirements**
Students must provide evidence of:

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

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

University Student Health Portal
The University Student Health Portal is available through DORI:

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

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

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

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

Students with a Positive Clinical Clearance
In the event of a positive criminal background, FBI clearance or Child Abuse clearance, or a change from the last documented background report, the student must contact and meet with the Assistant Dean of Student Affairs before they may return to the clinical area to discuss their progression in the program. It is the student’s responsibility to contact the State Board of Nursing regarding licensure with a positive clearance. For students with a nursing license, the program is required to report any positive results of the background clearances and drug screens to the Board of Nursing in the state where the student is licensed.

Footprints Clinical Tracking System
Footprints is a Duquesne University website used for all preceptor agency requests. It is a ticketing system to submit and view the progress of preceptor and agency contracts, clinical & health requirements, and site-specific requirements The preceptor CV can be attached to your request, therefore, allowing the faculty member(s) to review all CV’s electronically. You will receive electronic notification(s) of the status of the request as the request progresses through the various steps to completion.

If you have any questions about using Footprints, please contact the Clinical Coordinator for Online Programs, Leigh Anne Rethage at 412-396-1481 or rethagel@duq.edu.
To create a Footprints Preceptor/Agency request:

1. Access the Footprints Clinical Tracking System. This link is also posted under Common Links & Forms on the Clinical Coordination Blackboard page.
2. Log in with your Duquesne Multipass login and password.
3. The first time you log in, change the Problem/Incident pulldown in the top right corner to Preceptor/Agency request. You only have to do this once.
4. Click New Issue at the top left of your screen.
5. Complete the information in the following sections:
   a. Contact information
   b. Program Information (program, school year, semester, course, and course section, if known)
   c. Clinical Site Information (Clinical site name, address, administrative contacts’ first and last name, administrative contacts’ email, work phone, fax number). Employment status refers to whether or not you are currently employed at the same site as the preceptor requested. Please note if your site requested is rural and/or treats underserved populations.
   d. Preceptor Information (Preceptor first and last name, email address, preceptor credentials, specialty, work phone, fax number, and number of hours requested).
6. The preceptor CV must be attached to the Footprints request for the request to process to faculty review. PDFs and Word documents are acceptable. Click on Attach Files to upload file.
7. You leave comments, if necessary, to explain your request.
8. Click on the Save icon on the bottom left side of the page.
9. Log out.

Your request will then appear in the Footprints request queue managed by the Clinical Coordinator. You will receive periodic progress notes in relation to your preceptor, agency, contracting concerns, clinical & health requirements, and site-specific requirements. They will appear in your Duquesne email as a Preceptor/Agency Request ISSUE email. You can respond to the progress note(s) by selecting Reply to the email. Your final approval to start clinical will arrive as a Footprints email. You may view the status of your request by logging into Footprints and clicking on the View Mine icon at the top of the page.

Clinical Contracts

Students are only permitted to begin clinical experiences once all clinical and health requirements and all site-specific requirements (if applicable) have been completed. In addition, students cannot begin clinical experiences until all contracts have been fully executed and returned to the Clinical Coordinator. More direction will be provided within each course for beginning clinical hours based on the academic calendar.

Clinical hours that are not approved by the course instructor cannot be counted toward required clinical hours and any hours completed to date will be redacted. The penalty for this offense may range from the hours simply being redacted to a clinical failure, depending upon the severity. A letter of violation will be placed in the student’s file.
Preceptor Selection

Students are responsible for selecting an appropriate preceptor for clinical courses. Criteria for RN-BSN preceptors include:

1. Professional license and/or national certification
2. Documented current practice in the field
3. Education experience; Master’s degree preferred
4. Commitment to high professional standards
5. Previous preceptor experience is preferred
6. Interest in working with students with a desire to foster student learning.

To avoid any conflict of interest, the preceptor CANNOT be a relative, significant other, close friend, and/or coworker.

Process for Establishing a Preceptorship

1. The student identifies an appropriate preceptor for clinical activities according to criteria and has a discussion with the preceptor about their current standing in the program and clinical needs. Only those preceptors who agree to precept the student should be put forward.
2. Please note: at this time UPMC and AHN prohibit cold-calling of preceptors. All UPMC requests should be emailed to the Clinical Coordinator with requested number of hours and respective semester. All AHN requests should be emailed to healthsciences@ahn.org.
3. The student submits the preceptor/agency and preceptor CV to the Clinical Coordinator via the Footprints system. The Clinical Coordinator will review the same against the established criteria and for completeness.
4. The Clinical Coordinator will initiate the processing of the same, once receiving approval of the preceptor CV from the faculty member having course oversight responsibility. The Faculty of Record who oversees clinical placements must approve the student’s selection of a preceptor.
5. The Clinical Coordinator will process the preceptor and agency contracts.
6. The Clinical Coordinator will notify the student and the course faculty member when the required signed contracts have been received. Clinical hours cannot be started until all contracts, clinical and health requirements, and site-specific requirements (if applicable) have been received.
7. The course faculty member will advise the student when to begin the preceptored hours.
8. The Clinical Coordinator will facilitate a thank you letter to the preceptor at the end of each semester via the departmental administrative assistant.
9. All Family Nurse Practitioner preceptors and Doctors of Osteopathy will receive a Primary Verification Form (PVF) with notation of preceptor hours at the end of each semester.

The Clinical Coordinator will maintain the database which reflects, but is not limited to, student name, preceptor name, preceptor address, agency name, agency address, and precepted hours.

Policy on Unsafe Practice

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

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

3. An unsafe practice is defined as:

   a. An act or behavior of the type which violates the Commonwealth of Pennsylvania Code, Title 49. Professional and Vocational Standards, 21.18 Standards of Nursing Conduct.

   b. An act or behavior of the type which violates the Code for Nurses of the American Nurses' Association.

   c. An act or behavior which threatens or has the potential to threaten the physical, emotional, mental or environmental safety of the patient, a family member or substitute familial person, another student, a faculty member or other health care provider.

   d. An act of behavior (commission or omission) which constitutes nursing practice for which a student is not authorized or educated at the time of the incident.

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

5. The unsafe behavior will be documented on the Clinical Incident Report within 24 hours by the preceptor or course faculty member.

6. The Director of Online Adjunct Faculty and Clinical Affairs in collaboration with the course faculty 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 may require remediation and an improvement plan or instruction for the student.

7. If the incident is deemed major, the Director of Online Adjunct Faculty and Clinical Affairs will contact the Chair of Undergraduate Program and The Associate Dean for Student Affairs.

8. The Associate Dean for Student 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 review the evidence and send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will follow the appeal process outlined in the Duquesne University Student Handbook.
**Reporting of Incidents or Illness Affecting a Student**

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

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

**Blood or Body Fluid Exposure**
Students who sustain significant blood or body fluid exposures (including needle sticks, scalpels 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. The preceptor must complete an Incident Report at the Clinical Site. The course faculty member completes a Duquesne University Student Health Incident/ Accident Report. The Faculty Member should submit a copy of both reports to the Director of Online Adjunct Faculty and Clinical Affairs. Students must also report any exposures to the University Health Service for appropriate follow-up care.

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

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

A significant exposure is defined as:

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

Once the student incurs an exposure:

- The student should immediately notify the preceptor and his/her Faculty Member of the incident.
- The student and clinical faculty member should follow the healthcare 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. The Faculty Member should submit a copy of the incident report to the School of Nursing’s Director of Online Adjunct Faculty and Clinical Affairs.
- The Director of Online 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 ER of the clinical site where the incident occurred. The student is to present his/her insurance to be billed for the initial work-up.
- The student is to sign the release at the bottom of the form giving permission to the University Health Service to access information and do appropriate follow-up.

Clinical Injury and Illness
The student is responsible for presenting their health insurance card. An incident report should be completed and submitted per clinical site policy. The preceptor should submit a copy of the incident report to the Director of Online Adjunct Faculty and Clinical Affairs. The course faculty member must also complete the Student Health Incident/Accident Report and submit it to the Director of Online Adjunct Faculty and Clinical Affairs. The Director of Online 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 Director of Online Adjunct Faculty and Clinical Affairs of the respective academic department on the Student Health Incident/Accident Report.
Untoward Events
In the event of a medication error, adverse patient or untoward event in the clinical area, the student is to notify his/her clinical instructor and complete an incident report at the clinical agency at the time of the event. The preceptor is expected to complete the Clinical Incident Report Form within 24 hours of the event and submit the report to the Director of Online Adjunct Faculty and Clinical Affairs. The Director of Online Adjunct Faculty and Clinical Affairs will distribute the report to the appropriate University constituents listed on the bottom of the form.

Professional Dress Code
All students are expected to dress and conduct themselves professionally in clinical and academic settings. The dress code for students in clinical settings must be followed. Additional information and clarification regarding the dress codes or specific clinical agencies or specialty areas will be provided by the respective clinical faculty member.
Clinical Incident Report

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

Student’s Name _____  Student’s ID# DO_____
Student’s Phone _____
Student’s Address _____
Course Number/Title _____  Clinical Faculty Member _____
☐ Actual medication error  ☐ Near miss  ☐ Other: _____

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

Faculty Signature: ___________________________ Date: ______________

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

All health related incidences or accidents occurring in the clinical setting or in campus labs involving a student, regardless of severity, are to be reported to the Associate Dean for Student 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 Affairs
Copy 2: Director of Adjunct Faculty & Clinical Affairs
Copy 3: University Risk Management
Copy 4: Chair
Copy 5: Associate Dean for Academic Affairs
Copy 6: Dean

DO NOT DETACH

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

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

Review of Status

In the final semester the student should review their program plan and credit status with an academic advisor to ascertain that the correct number of credits have been satisfactorily completed towards graduation.

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.

1. Specific School of Nursing requirements include:
2. Completion of required credits for degree and Nursing curriculum.
3. A minimum cumulative overall quality point average of 2.3.
4. Removal of all “F”, “I”, “X”, or LG grades from the transcript.
5. Completion of the last 30 credits toward the degree at Duquesne University.
6. Degree application completed online in Self Service Banner by the deadline listed in the Academic Calendar.
STUDENT ORGANIZATIONS
STUDENT ORGANIZATIONS

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

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

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

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

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

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

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

**Sigma Theta Tau**

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people through support of learning and professional development of all members who strive to improve nursing care worldwide. Sigma Theta Tau was founded in 1922 by six nursing students at Indiana University who recognized the value of scholarship and the importance of excellence in practice. With the full idealism of women forging path-ways of change in the 1920s, they wanted to build a framework to encourage future leaders to effectively improve health care.

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

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

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

**National Association of Hispanic Nurses**

Since 1975 the National Association of Hispanic Nurses (NAHN) is the nation’s leading professional society for Latino nurses. With a growing membership in 47 local chapters, NAHN, a 501(c) (3) non-profit, represents the voices of Latino nurses in our country.

NAHN is devoted to promoting safe, quality health care delivery to Latino communities and individuals, and we recognize excellence among Latino nurses, provide formal and informal mentoring opportunities, and generally serve as a center of excellence for our members. Our goal is to create a cadre of highly-qualified Latino nurses by advancing educational, professional and leadership skills and opportunities for our membership. In addition, we work to recruit additional Latinos into the nursing profession because, while Latinos represent 18% of the US population, less than 7% of the nursing workforce is of Latino descent.

NAHN members advocate, educate, volunteer, seek partnerships, and conduct programming in the Latino community to improve outcomes, elevate literacy, heighten education, and influence policy. We also work collaboratively with others to improve health equity and to create a future in which everyone regardless of race or ethnicity has opportunities to be healthy.
Western Pennsylvania Area Chapter of the National Association of Hispanic Nurses

This chapter was recently formed in the spring semester 2020. The focus is on recruiting members who may be living and working or studying in the Western Pennsylvania area. Currently the chapter has members that are working nurses in area health care institutions, faculty in schools of nursing and nurses’ students in Second degree, BSN, MSN, DNP and PhD programs.