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
- 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 J. Grogan

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
deluc899@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  
karakachian@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, CCRN, 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  
calvetti@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  
collier@duq.edu

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

Elizabeth Davidson, MA  
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
_Admistrative 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
_Admistrative 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

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 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.

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.

**BSN 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.

BME PROGRAM OUTCOMES
(BME/BSN STUDENTS MEET BOTH BSN AND BME PROGRAM OUTCOMES)
1. An ability to apply knowledge and principles of mathematics (including differential equations and statistics), science (including physiology and biology), and engineering.
2. An ability to design and conduct experiments as well as to analyze and interpret data from both living and non-living systems.
3. An ability to design a system, component, or process to meet desired including those associated with the interaction between living and non-living systems.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems including those associated with the interaction between living and non-living systems.

6. An understanding of professional and ethical responsibility.

7. An ability to communicate effectively.

8. The broad education necessary to understand the impact of engineering solutions in a global and societal context.

9. A recognition of the need for, and an ability to engage in life-long learning.

10. A knowledge of contemporary issues.

11. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

STUDENT ACKNOWLEDGMENT OF POLICIES AND PROCEDURES

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

YOUR PARENTS/FAMILY AND YOUR EDUCATION

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

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

To that end, School of Nursing faculty, staff, and administrators make it a general policy not to talk to parents, spouses, or family about student issues. If you are having difficulty in a class, with a school policy, or with an instructor, you are expected to understand the “chain of command” in place and pursue the appropriate action. Questions about the process are most easily addressed by reading the Handbook; if that is not clear, you should talk to your 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.

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
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.

**TECHNOLOGY REQUIREMENTS FOR NURSING STUDENTS**

Nursing students are **required to have both a laptop and an iPad** that meet the system requirements outlined by the Duquesne University School of Nursing.

**Laptop**

A laptop with the following is required:

- Latest version of Windows 10 or Mac OS X 10.13 High Sierra or later
  - *(Chromebooks are not compatible)*
- Intel Core i5 processor or greater, no older than 2015
- 8GB RAM or greater recommended
- Webcam *(integrated internal webcam or external USB webcam)*
- Speakers
- Headphones or earbuds with 3.5 mm connector
  - *(Wireless and lightning headphones from the iPhone are not compatible)*

**iPad**

In addition to a laptop, an iPad is **required** for eBooks, point-of-care apps, and exams.

- The latest generation 7.9” iPad mini or 10.2” iPad is required at minimum.
- The 10.5” iPad Air or 11” iPad Pro may also be used.
  *(The larger 12.9” iPad Pro is not recommended as it would be difficult to use in the clinical setting.)*

**iPad requirements:**

- iOS 13
- 32GB or greater
  - *cellular data not required*

**Software/Applications**

- Microsoft Office 2016 or later *(download available for FREE as a Duquesne student)*
- Adobe® Reader DC or later *(download available for FREE)*
- Mozilla Firefox web browser
- Google Chrome web browser
The DU Computer Store sells computer and iPad hardware, software and warranties to students at educational discount prices. The Computer Store is located in the Duquesne Union. Please visit their website for more information.

Note: Students are not required to buy their computer or iPad at the DU Computer Store.

iPad Apps

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<tr>
<th>App</th>
<th>Purpose</th>
<th>Price</th>
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<tr>
<td><strong>Recommended</strong></td>
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<tr>
<td>Blackboard</td>
<td>View updates to your courses and content (Safari web browser can also be used)</td>
<td>Free</td>
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<tr>
<td>Elsevier eBooks</td>
<td>Access nursing eBooks (eBook code emailed to you from Duquesne Bookstore)</td>
<td>Free</td>
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<tr>
<td>Skyscape</td>
<td>Access mobile resources for clinical (Account information will be provided)</td>
<td>Free</td>
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<tr>
<td>sTrack</td>
<td>Learn and practice nursing skills (Account information will be provided)</td>
<td>Free</td>
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<tr>
<td>Nearpod</td>
<td>Participate in polling and interactive activities</td>
<td>Free</td>
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<tr>
<td>Examplify</td>
<td>Take quizzes and exams with ExamSoft</td>
<td>Free</td>
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<tr>
<td>HESI Secure Browser</td>
<td>Take HESI exams</td>
<td>Free</td>
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<tr>
<td>Outlook</td>
<td>Access university email</td>
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<tr>
<td>OneDrive</td>
<td>Store and sync files in the cloud</td>
<td>Free</td>
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<td>Box</td>
<td>Sync files between computer and iPad</td>
<td>Free</td>
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<td>Word</td>
<td>View/Edit Word Files</td>
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<td>Excel</td>
<td>View/Edit Excel Files</td>
<td>Free</td>
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<tr>
<td>PowerPoint</td>
<td>View/Edit PowerPoint slideshows</td>
<td>Free</td>
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<tr>
<td>Adobe Acrobat Reader</td>
<td>View, scan, annotate and share PDF files</td>
<td>Free</td>
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<tr>
<td>Adobe Fill &amp; Sign</td>
<td>Complete and sign PDF forms</td>
<td>Free</td>
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<tr>
<td>Zoom</td>
<td>Participate in web conferencing</td>
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<td><strong>Optional</strong></td>
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<tr>
<td>Chrome</td>
<td>Web browser</td>
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<tr>
<td>Dropbox</td>
<td>Sync files between computer and iPad</td>
<td>Free</td>
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<tr>
<td>myCB</td>
<td>Complete health and other requirements</td>
<td>Free</td>
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<tr>
<td>OneNote</td>
<td>Take notes and sync to cloud and other devices</td>
<td>Free</td>
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<tr>
<td>Notability</td>
<td>Take notes and sync to cloud and other devices</td>
<td>$8.99</td>
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<tr>
<td>Evernote</td>
<td>Take notes and sync to cloud and other devices</td>
<td>Free (basic)</td>
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REGISTRATION AND GENERAL INFORMATION
REGISTRATION AND GENERAL INFORMATION

TECHNICAL STANDARDS

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

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

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

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

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

General Abilities

To provide quality nursing care the student is expected to possess functional use of the senses of vision, touch, hearing, taste and smell so that data received by the senses must be integrated, analyzed and synthesized in a consistent and accurate manner. The student must be able to observe a patient accurately at a distance and close at hand. In addition, the individual is expected to possess the ability to perceive pain, pressure, temperature, position, equilibrium and movement. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients. Students are not permitted take substances that have the potential to slow their reaction time in providing prompt treatment and care to patients.

Observational Ability

The student is expected to be able to observe the patient holistically to accurately assess any health/illness alterations. These include the ability to make accurate visual and acoustic observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. Inherent in this observation process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.
Communication
The student is expected to be able to effectively communicate and receive communication, both verbally and nonverbally and to translate this information to others. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language**. A candidate must be able to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes written and oral communication to patients, families, and members of the health care team.
**English as a Second Language students will follow the University ESL policy.

Motor Ability
The student is expected to be able to perform gross and fine motor movements required to provide holistic nursing care including the ability to perform inspection, palpation, percussion, auscultation, and other diagnostic maneuvers as well as gross motor skills such as turning, transferring, transporting, and exercising the patients/clients. The student is expected to have the psychomotor skills necessary to perform or assist with procedures, treatments, administration of medications, and emergency interventions such as cardiopulmonary resuscitation, the administration of parenteral medication, the application of pressure to stop bleeding, and the suctioning of obstructed airways. A student must also be able to protect the patient in emergency situations such as fire. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the sense of touch, hearing, and vision. The student is expected to be able to maintain consciousness and equilibrium, and have the physical strength and stamina to perform satisfactorily in clinical nursing experiences. Additionally, due to patient safety concerns, students are not permitted to wear immobilizing devices in the clinical area.

Intellectual - Conceptual Ability
The student is expected to have the ability to develop and refine problem-solving skills and demonstrate the ability to establish plans of care and set priorities. This includes the ability to measure, calculate, reason, analyze, and synthesize objective as well as subjective data in a timely manner and make decisions that reflect consistent and thoughtful deliberation of the appropriate data. The student is expected to be able to listen, speak, read, write, reason, and perform mathematical functions at a level, which allows the student to process, and understand the materials presented in both a written and a verbal format throughout 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 412-396-6658
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 at Duquesne University is based on 3 semesters, fall, spring and summer, which run approximately as follows:

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

For exact dates or changes to the academic calendar, students are referred to the published University Academic Calendar (http://www.duq.edu/academics/academic-calendar)

For dates of final exams and HESI exams in the School of Nursing, students will receive notification from the School of Nursing. Students are expected to take School of Nursing final and HESI exams when scheduled by the School of Nursing, which may vary from the University Academic Calendar.

ACADEMIC ADVISEMENT
Every student attending the University is assigned an academic advisor. The School of Nursing Academic Advisors are:

- Undergraduate Students Last Names A-F
  Ms. Alana Harteis
  550G Fisher Hall
  412.396.5586
  harteisa@duq.edu

- Undergraduate Students Last Names G-N
  Mrs. Karen Bova
  550C Fisher Hall
  412.396.5046
  bova@duq.edu

- Undergraduate Students Last Names O-Z
  Ms. Emily Lottes
  550D Fisher Hall
  412.396.1743
  lottese@duq.edu

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

REGISTRATION OF CLASSES
Due to the complexities of ensuring students are achieving all of the required theory and clinical components of the nursing curriculum, the Office of Student Affairs will register all students for the nursing courses associated with their program. Students are required to take the nursing courses as assigned by the Office of Student Affairs to ensure that all students have the opportunity to complete their required nursing coursework. The Office of Student Affairs will complete registration of Nursing courses prior to the first day students are eligible to register for courses, so that students have the opportunity to register core curriculum, science courses and labs, and elective courses that meet their scheduling needs.

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

Students who have completed 15 or more Duquesne credits may register using SSB. First semester Freshmen and ESL students may not use SSB for Registration.

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

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

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

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

Don’t forget to print the eBill.

REGISTRATION HOLD, RESTRICTIONS, OR PROBLEMS
You will not be able to complete your registration process if you have a restriction placed on your account. Please check “View Holds” prior to attempting to register either with your 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 academic calendar.

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 health care 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 health care 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.

**CREDIT OVERLOAD**

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

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

**CANCELLATION OF CLASSES/CLINICAL**

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

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

**UPDATING YOUR PERSONAL INFORMATION**

Although it is possible to update an address in Self Service Banner, it is the responsibility of the student to keep the Office 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.
ACCOMMODATIONS, TESTING INFORMATION, ATTENDANCE & OTHER ACADEMIC POLICIES,
ACCOMMODATIONS AND TESTING INFORMATION

ADA ACCOMMODATIONS
Students requesting academic accommodations must register with the Office of Disability Services. This request must be made each term while the student is enrolled at Duquesne University. University policies surrounding academic accommodations can be found here: https://www.duq.edu/life-at-duquesne/student-services/disability-services/academic-accommodations. Students requesting accommodations and services at Duquesne University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL’s are issued by the University Office of Disability Services.

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
TEST PROCTORING PROTOCOL

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

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

Student Seating
1. Faculty reserves the right to arrange seats in the testing area.
2. Faculty reserves the right to assign students their seats for test taking.
3. Faculty reserves the right to move students during a test, if they suspect that academic integrity has been compromised. When a faculty member asks that a student move his/her seating during a test, this should not be construed as an accusation that the student(s) was cheating.

Students’ Belongings and Test Aids
1. Faculty will identify what test aids are to be used for both test taking execution, (e.g. pencil, computer) and content support (e.g. calculator). Use of any unauthorized aid will result in a zero for the test, and/or an Academic Integrity Violation.
2. Duquesne University makes every reasonable effort to provide an environment conducive to testing. However, the university cannot guarantee a distraction-free testing environment. Students are permitted to use foam or rubber earplugs during testing. Audio devices of any kind are not permitted as substitutions for earplugs. It is the responsibility of the student to bring earplugs to the testing environment.
3. Students must place all personal belongings in a designated area established by the proctor and not to access these belongings until all test materials have been turned into the proctor, unless explicit permission has been given by the proctor. Any unauthorized access of personal belongings will result in a zero for the test and/or an Academic Integrity Violation.
4. All electronic equipment taken into the testing area must be silenced and placed in the front of the room (this could include timepieces if such timepiece is distracting). Students are not permitted to wear any type of smart device during an exam. Devices include but are not limited to Bluetooth Ear Buds, Apple Watch, smart watch or other wearable smart device.
5. Faculty reserves the right to ask students to remove non-essential clothing (e.g. hat or scarf,) if they suspect that it compromises academic honesty, and to place such item(s) in the front of the room.

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

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

Behavior:

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

Policy Violation Consequences:

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

**Test Ending Protocol**

1. When the proctor signals that test time is over, students must cease writing of any kind (or typing/ clicking if using an electronic testing device). If a student continues marking a test, the student could receive a zero and/or an Academic Integrity Violation.

2. Faculty can invoke various methods of establishing unique identifiers to validate students’ work as authentic.

**Dealing with Transgressions**

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

2. If a student alerts the faculty proctor that another student or group of students are cheating, the faculty member may act in ways that confirm or negate such acts and are delineated above.

3. Such acts should not immediately be construed that the student(s) is in fact cheating, but that the faculty member must undertake the appropriate due diligence to ensure academic honesty during test taking.

4. Under no circumstances are students to take a photograph of their exam materials during the examination or during the review of the examination with their cell phone, iPad, or any other electronic device.

**Sanctions**

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

**Testing Issues**

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

**REVIEW OF TESTING ITEMS**

Students are permitted to review quizzes, midterm and final exams. The method for review is determined by the individual course faculty. Requests to review test items must be made within two weeks of posting of the grade. Requests made after this time may not be considered. Students are not permitted to duplicate or take a screen capture/photograph of the examination materials during the review. Students are able to review the rationales immediately after submitting the examination before exiting the secure, locked-down application for non-Exit HESI Examinations. For HESI exams given in eight-week courses, students taking a HESI during term one will receive access to remediation packets for their HESI exam at the end of the full semester. Specific test items/questions are not permitted to be reviewed on any HESI exam. Item rationales and individualized student strengths and opportunity reports are available.
EXAMINATIONS AND QUIZZES
Students are required to take all examinations and quizzes on the scheduled date. In the extreme, extenuating event that a make-up exam is required, the faculty member will determine the date, time, location, and format of the make-up exam. If a student misses both the regularly scheduled exam and the make-up exam, the student will earn a grade of zero for that exam. The student should be aware that as the number of students taking the make-up exam is typically very small, no statistical inferences can be drawn, and therefore, no numerical adjustment will be applied. Additionally, if a student who is not feeling well elects to sit for an exam, the student’s exam effort cannot be rescinded. **Furthermore, once the exam containing the exam questions is accepted by the student, the exam effort is considered to have begun.**

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

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

CLASSROOM AND CLINICAL ATTENDANCE AND LATENESS POLICY
Nursing faculty at Duquesne University believe that class attendance is vital for the success of nursing students. Attending class regularly increases the acquisition of knowledge, increases the opportunities for content clarification, and contributes to learning the professional role. The second-degree BSN, the traditional BSN, and the BME/BSN nursing track have a MANDATORY attendance policy in all classes with course level consequences.

Because this is a professional nursing program, students are expected to attend all classes, labs, and clinical experiences. It is not permissible to arrive late or leave early without permission. For any absence, students are required to notify all faculty members. Students absent from clinical will be required to make up the time regardless of the reason either by traditional clinical assignment or an alternative clinical assignment as directed by their course faculty. Required clinical make-up days to meet the mandatory clinical instructional hours are scheduled based upon instructor and unit availability. As such, students must be prepared to attend clinical during their assigned clinical day through the end of the semester.

Classroom and clinical attendance is 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 the class session, administering unannounced quizzes, administering in-class assignments or having a percentage of the course grade for class participation.

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.

EXCUSED ABSENCES
In addition to the University-approved co-curricular activities (e.g. meaningful research and/or presentations at academic and professional associates and meetings) and University-sponsored extracurricular activities (e.g. debate, Tamburitzans, and varsity athletics) the School of Nursing also recognizes responsibilities of students who are members of the United States Armed Services.
Although the School of Nursing supports student involvement in inter-collegiate athletics and the Tamburitzens, the student must recognize the academic nature of a university and a professional education such as nursing. Therefore, it is the student’s responsibility to determine conflicts of classroom or clinical experience with sporting or Tamburitzen events and to plan with the professor to make up the work missed prior to the actual event. Student athletes and Tamburitzens should make arrangements with their academic advisor for specific needs prior to pre-registration each semester.

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

**Classroom Attendance**

All students are required to notify the faculty member of an absence prior to the start of class they will be absent from. 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. If a student misses an in-class assignment or unannounced quiz, and did not notify the faculty member prior to the class, they will not be allowed to make up the assignment or quiz unless there are extenuating circumstances acceptable to the faculty member. If the student did contact the faculty member prior to a class with an in-class assignment or quiz, it is the faculty member’s discretion to allow the student to retake the quiz or submit the assignment missed. Class absences that are not excused by the faculty member may affect the student’s final course grade. **Vacations and social events are not considered to be excused absences. Students are advised not to make any personal or travel plans, including job interviews until all course requirements have been met.**

If synchronous class meetings are scheduled for on-line courses, all students are expected to attend these meetings as assigned. Students are required to notify course faculty of any absence from a synchronized class prior to the start of the class. This notification must briefly explain the reason for the absence and must be done via e-mail or by leaving a message with the time and date on the faculty member’s Duquesne University voicemail.

The faculty member has the freedom to require students who are late to wait until a scheduled break in the class before allowing them to enter the classroom. Lateness to class that is not excused by the faculty member may affect the student’s final course grade. If a student is late to class, it is at the faculty member’s discretion whether or not to let the student sign the attendance sheet, take a quiz, or complete an in-class assignment. The above policy also applies to students taking classes in either a Hy-Flex, hybrid, or distance learning course.

**Clinical Attendance**

Attendance for clinical days is mandatory. Clinical tardiness or absence is required to be made up during scheduled clinical make up period. Students who miss clinical days will pay a non-refundable fee of $100 per day, per course when there is more than one missed clinical day within the semester.

Students are required to attend clinical practicum for the total number of hours identified for each practicum course. Students who miss 25% or more of clinical will fail the course. A medical excuse is required in instances of injury or illness that extends beyond one missed clinical day.

Each student is expected to arrive on the assigned clinical unit as per the time established by the clinical faculty member for the specified hours for the clinical day. The faculty member has the authority to deny the student the clinical day depending on the amount of time they are late.

Additionally, repeated episodes of lateness may result in required attendance at the clinical makeup day and a violation of professional conduct. At the request of the Clinical faculty member, students may benefit from additional clinical time. This clinical time will be scheduled during designated clinical make-up days.
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. Students who miss clinical due to religious observances will not be charged a clinical absence fee for missed. However, all missed clinical hours must be made up.

LOST ASSIGNMENTS
It is the student’s responsibility to see that the faculty member receives all work/assignments submitted, including online submissions such as in 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 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.

TRANSPORTATION

Students are responsible for their own transportation to and from the various clinical facilities or community sites utilized throughout the program. Parking expenses at these facilities vary and are at the expense of the student. Students MUST HAVE access to transportation for clinical experiences, however, most clinical sites can be accessed via public transportation. Students can also use Zip Cars that are available on campus, taxi services, car services, or carpool.

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

STUDENT EMPLOYMENT/UNIFORM USE

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

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

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

**ELECTRONIC DEVICES IN THE CLASSROOM AND CLINICAL SETTING**

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

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

Students are expected to take and use their iPads at clinical. They can be carried in their lab jacket/ warm up jacket pocket. Smartphones, iPads, and smartwatches can only be used to provide patient care in the clinical setting.

**SOCIAL MEDIA**

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

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

HIPAA guidelines must be followed at all times. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage and violations could results in academic and professional sanctions, per the “Confidentiality and Privacy” policy. Keep in mind that “identifiable information” does not just mean names; students should not discuss ANY patient information online in any capacity. 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 than can be downloaded, “A Nurse’s Guide to the Use of Social Media.” (link: https://www.ncsbn.org/Social_Media.pdf)

**DEAN’S LIST AND SPECIAL DEAN’S LIST**

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

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

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

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

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

**THE NURSING HONORS PROGRAM**

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

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

SCHOOL OF NURSING FACULTY MENTORS
All students will be assigned a faculty mentor during their freshman/first year. This mentor is a full-time nursing faculty member who is available to meet with you to discuss academic issues, personal/social issues, and/or career plans. The faculty mentor is NOT your academic advisor although you may wish to discuss aspects of your program of studies, nursing courses, and other academic issues or opportunities with him/her. A mentor may be most helpful to you in guiding you in your career planning and making wise choices as you progress in your program of studies.

REMEDICATION COORDINATOR/SUCCESS COACH
The Remediation Coordinator, Sr. Mary Meyers is available to assist students with study needs related to nursing course content and HESI preparation. Please contact her at meyersm1@duq.edu or 412-396-1282.

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

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

UNIVERSITY WRITING CENTER
The Writing Center at Duquesne University is devoted to the process and practices of writing by helping students become better writers. Writing Center Consultants are available to students of all levels and majors at the university including students learning at a distance. Services include:

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

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

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

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

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

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.

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.

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.

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 FRESHMAN DEVELOPMENT
309 DUQUESNE UNION 412-396-6657
https://www.duq.edu/life-at-duquesne/student-services/freshman-development
The Office of Freshman Development coordinates and directs Program which integrate and enhance the academic, co-curricular and social dimensions of the freshman year at Duquesne.

OFFICE OF DISABILITY SERVICES
309 STUDENT UNION 412-396-6658
https://www.duq.edu/life-at-duquesne/student-services/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.

DUQUESNE CARES DRUG AND ALCOHOL SERVICES
ASSUMPTION HALL | 412-396-5834
https://www.duq.edu/life-at-duquesne/residence-life/du-cares
Duquesne CARES is the office of Alcohol and Other Drug Services. Duquesne CARES provides personal counseling for alcohol/drug-related problems, evaluations, referrals to treatment Program, prevention/education Program, and Twelve-Step support group meetings. This office provides resource materials as well as in-service training to students.

OFFICE OF DIVERSITY AND INCLUSION
106 STUDENT UNION | 412-396-1117
https://www.duq.edu/life-at-duquesne/student-services/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
ADMINISTRATION BUILDING GROUND FLOOR | 412-396-6607
https://www.duq.edu/admissions-and-aid/financial-aid
Financial aid includes scholarships, grants, loans, and part-time employment awarded to help meet the cost of education. The Financial Aid department will assist you in obtaining various types of financial support as long as you meet eligibility requirements. Scholarships and grants may be awarded by the university, the School of Nursing, or external private and public foundations.
UNDERGRADUATE NURSING PROGRAM
ACADEMIC POLICIES
UNDERGRADUATE NURSING PROGRAM
ACADEMIC POLICIES

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

<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>

The School of Nursing does not round grades.
A minimum passing grade for nursing courses is “C+” (78%). If a student fails the clinical component, they will fail the entire course; both theoretical and clinical aspects. If a student fails the theoretical component, they will fail the entire course; both theoretical and clinical aspects.

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

Other specific course requirements and standardized testing and scoring requirements are outlined in the course syllabus for the respective course. Standardized tests are required in all clinical courses.
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 courses, 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.

The following regulations are applicable:

1. A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next nursing course.
2. An overall QPA of 2.3 is required to graduate.
3. A student will be placed on academic probation when either the semester or the cumulative QPA falls below 2.3. Removal from the probationary status requires that the student achieve both a semester and cumulative QPA of 2.3 or higher in the subsequent term.
4. A student who receives an “NP” (No Pass) for the clinical component of a course will receive an “F” for that course grade and is unable to sit for the final exam.
5. A student who fails UPNS 344 Nursing for Children’s Health, UPNS 348 Nursing for Maternal-Newborn Health, UPNS 355 Behavioral Health, or UPNS 357 Population Health during the first seven week term are not permitted to repeat the course during the second seven week term of the semester.

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

1. A student who fails two nursing or science courses during their time in the BSN program will be dismissed from the School of Nursing.
   - This can be two different courses or two failures in the same course.
   - Science labs are not counted in this total.

2. UPNS 420 Role Preparation I and UPNS 422 Role Preparation II are the only exceptions to this policy. If a student fails the Role Preparation courses, they are not counted as one of the two failed courses leading to dismissal.
   - A student may repeat UPNS 420 Role Preparation I course once. The student must register each semester. If the student is unsuccessful after the second course attempt, the student will be dismissed from the BSN program.
   - A student may repeat UPNS 422 Role Preparation II twice. The student must register each semester. Students will be dismissed from the BSN program after three (3) failures in UPNS 422 and are not eligible for readmission.

3. A student is required to meet the math competency as outlined in the course syllabus profile.

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

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

An instructor may grant and extension to the I-to-F deadline by submitting a formal notification to the
University Registrar prior to the original deadline and must include a date by which the final grade will be received. If the instructor has not submitted a final grade by the extension date, the University Registrar will convert the incomplete grade to a final and permanent grade of “F”.

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

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

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

ROLE PREPARATION PROGRESSION POLICY
In order to be considered to take UPNS 422: Role Prep II, students must complete all nursing program requirements, including the following:

- The student must be in the final semester of nursing at Duquesne University
- Successful completion of UPNS 420: Role Preparation I (Basic BSN only)
- In order to sit for the final exam in UPNS 422: Role Preparation II, students must successfully complete all nursing coursework including that for courses taken concurrently with UPNS 422 Role Preparation II
- An exception to this policy is clinical hours scheduled to be completed during clinical make-up

Students who do not successfully complete all required nursing coursework or who do not achieve a passing grade (78%) for the course will be given an Incomplete (“I”) for UPNS 422 and additional attempts at the standardized exit exam in the next semester as indicated in the course profile. (Standardized exam grades are not rounded.) Students retaking UPNS 422 will be held to all course requirements and course policies including, but not limited to assignments, case studies, and standardized tests. Students may also be assigned additional remediation activities which must be completed as components of either course.

If the student does not successfully meet the course requirements as specified in the course profile, the student will earn a “D” grade and have to repeat UPNS 422 Role Preparation II the next time it is offered. The student must register each semester. Students will be required to submit payment for any standardized exams administered in the repeated course, as well as pay tuition for the course. Students may repeat UPNS 422 Role Preparation II twice. Students will be dismissed from the BSN program after three (3) failures in UPNS 422: Role Preparation II and are not eligible for readmission. These students, having not completed the BSN program requirements, will not be qualified to sit for the NCLEX-RN exam.

If a student fails a UPNS 422 Role Preparation II co-requisite, they will receive an “I” grade for UPNS 422 Role Preparation II and will not be eligible to sit for the final exam. The exit exam must be taken at the end of the BSN program after all other requirements are completed successfully. Students with grades of “I” or in any nursing course or with unfinished assignments in UPNS 422 Role Preparation II are not eligible to take the final exam. The student must achieve a passing course grade in UPNS 422 Role Preparation II and all related coursework in order to graduate from the BSN Program. The required coursework is outlined in the UPNS 422 Role Preparation II course profile.

PERFORMANCE IN THE CLINICAL PORTION OF A COURSE
As student’s progress through each successive nursing course, they are expected to advance in their level of competency. The student should demonstrate a pattern of progression toward achievement of clinical objectives throughout the course.
The student whose performance in the clinical experience fails to meet any of the established clinical objectives will be considered unsatisfactory ("No Pass") for the clinical component of the course. Any episode of unsatisfactory clinical practice will be documented on a Periodic Evaluation Tool, which the faculty member will write, and the student will sign. The form will include strategies for improvement. A student may be placed on “Clinical Warning” for persistent unsatisfactory clinical performance or occurrences of unethical conduct at any time during a course.

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

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

**COURSE OR PROGRAM WITHDRAWAL**

Nursing students are expected to comply with the University Policy regarding withdrawal from a course as indicated in the current edition of the Duquesne University Undergraduate Catalog. First semester freshmen may withdraw from courses with the approval of the Academic Advisor up to the day before final examinations begin and receive a grade of “W”.

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

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

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

Following discussion of the proposed withdrawal with the Academic Advisor, the student must obtain the Duquesne University Course Withdrawal Form from the Academic Advisor. The student must complete the Withdrawal Form, sign it, obtain faculty member’s signature, and submit all copies to the Academic Advisor. The Academic Advisor approves the request by signing the form and obtaining the Dean’s signature.

**For a student other than first semester freshman who wishes to withdraw from a course after the date announced in the university calendar:**

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

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

MEDICAL WITHDRAWAL

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

**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 health care provider to the Associate Dean of Student Affairs
- The Associate Dean of 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

**COSTS ASSOCIATED WITH REPEATING COURSEWORK**
The student is responsible for all costs associated with repeating a course. This may include but is not limited to:

- Tuition
- Fees
- Clinical or health requirement renewals
- HESI examinations
BSN PROGRAM READMISSION POLICY
Any student who is dismissed from the BSN Program may petition the Chair for readmission by a designated deadline. The student must notify the Chair of their intention to return to the program.

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

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

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

- Individual sessions with the success coach
- Use of NAP tutors
- Campus support services
- Remediation with faculty

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

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

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

- Students should first seek resolution with the immediate parties involved; for course issues, that means the faculty instructor.
- If informal efforts are unsuccessful, students should proceed through the appropriate channels. The process for final grade appeals follows the steps listed below, which follows the policy adopted by Duquesne University.
- Beyond final grade appeals, other appeals, grievances or complaints should be addressed formally in writing to the instructor. If a student wishes to appeal or grieve beyond the instructor, the next step
would be the Chair of the Undergraduate Program, followed by the Dean of the School of Nursing. The decision of the Dean is final.

- Issues beyond the scope of the academic affairs policies of the School of Nursing should be addressed in accordance with Duquesne University student policy.

**FINAL GRADE APPEAL POLICY**

**Purpose**

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

**General Provisions**

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

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

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

**Grounds for Appeal**

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

The acceptable grounds for a grade appeal are:

- An error was made in grade computation.
- The grade assignment was capricious or arbitrary. That is, the grade assigned was based on criteria other than the student's performance in the course; was based on standards different than those applied to other students registered in the same course at the same time; or constitutes a substantial departure from the published or announced grading standards for the course.
- This Final Grade Appeal Policy does not address disputed grades resulting from alleged academic integrity violations or complaints of discrimination, which fall under other policies of the university.

*The University’s Academic Integrity Policy is available in the University catalogs.*

- 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 of Disability Services, they should contact the Director, Office of Disability Services.
First Level: Informal Appeal to the Faculty Member

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

Second Level: Formal Appeal to the Faculty Member

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

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

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

Record of a Formal Appeal

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

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

Right to Appear in Person

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

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

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

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

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

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

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

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

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 Program, 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 Program 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 Program; 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 five university days. If the student is majoring in a different area from the one where the violation occurred, the relevant department chair and Dean should also be notified. If the instructor determines that the sanction to be applied is equivalent to or greater than a failing grade for the assignment, the instructor should inform the student of the sanction in writing or via email, generally within 10 university days. At that time, the instructor should also inform the student that it is his or her right to appeal the instructor’s finding of a violation and/or imposition of a sanction to the School (College) Academic Integrity Appeals Committee or its equivalent. The student should initiate any appeal within 10 university days after the instructor has communicated with her or him regarding a violation or sanction.

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

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

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

The Provost will determine the student’s ability to attend classes, clinicals or internships during the appeal process, based on the severity and context of the academic integrity violation. If the student’s appeal is granted, the student will be provided with an accommodation to address any class or clinical time missed during the appeal process.

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

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

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

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

Faculty Member Evaluates Evidence and Imposes Sanction for Academic Integrity Violation

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

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

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

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

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
CODE OF CONDUCT

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

1. Consistent with the professional nurse’s obligations related to professional responsibility and accountability, the student will:
   a. Initiate and maintain his/her presence and responsiveness in online courses in which they are enrolled.
   b. Participate actively in any clinical practicum experiences to which they are enrolled. Unexcused absences are unacceptable and may lead to failure in the course, and/or dismissal from the School of Nursing.
   c. Prepare for class, clinical practice, and research-related activities in advance to enhance and 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

³ 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. Failure to comply with any or all of the standards of conduct may also result in a permanent dismissal from the School of Nursing.
Duquesne University expects that all students as well as student organizations will conduct themselves responsibly and in a manner that reflects favorably upon themselves and the University. When a student does not act responsibly and violates the University policies, rules, regulations, or standards of conduct, formal disciplinary action may result.

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

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

**Student Civility - Civility and Incivility Defined**

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

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

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

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

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

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

**Clinical and/or Practicum Conduct**

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

- Arrive on time
- Be prepared with an iPad mini and electronic resources
- Be prepared as required per each course
- Ensure patient safety
- Fulfill required number of hours
- Students must call clinical faculty and leave a voice mail message in the event of tardiness or absence prior to the start of clinical.
- Failure to contact the faculty of tardiness or absence in advance of the start of clinical is considered patient abandonment (No-Call/No-Show) and may be sanctioned.
- Students must have knowledge of and adhere to the clinical dress code set forth by the Duquesne University School of Nursing.
- Use of electronic devices in the clinical setting is limited to patient care only.
- Students shall adhere and conform to the ANA Nursing Scope and Standards of Practice.
- Students shall adhere to all HIPAA regulations and guidelines.
- Completion of clinical site education modules and access to electronic charting

**Violations of Professional Standards of Conduct**

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

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

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

2. Sanctions are to be determined by the Faculty of Record for the course.

3. The Faculty of Record is to send all VPC forms to the Associate Dean for Student Affairs, Chair of the Undergraduate program, Associate Dean for Academic Affairs, and Dean within 3 days of issuance to the students. The VPC forms are reviewed and kept in the Office of Student Affairs.
   - If the violation is of a more serious nature, the Faculty of Record 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.
   - A violation of a more serious nature may be sanctioned by the School of Nursing. In addition, all acts of this nature may advance further to the Academic Standing Committee, Duquesne University Office of Student Conduct, which may impose further sanctions depending upon the context and severity of the act. Sanctioning is outlined below.

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

Possible Sanctions

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

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

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

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

Suspension
Suspension is a sanction that terminates the student’s enrollment in the School of Nursing for a specified period of time after which 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.
THIS FORM IS TO BE SUBMITTED TO THE ASSOCIATE DEAN OF STUDENT AFFAIRS

STUDENT:

FACULTY:       COURSE NO.

DATE:       TIME       PLACE

COURSE FACILITATOR:       DATE NOTIFIED:

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

STUDENT COMMENTS

STUDENT SIGNATURE:       DATE:

FACULTY SIGNATURE:       DATE:

PROGRAM CHAIR:       DATE:

cc: Program Chair, Associate Dean for Academic Affairs, Dean
SUBSTANCE USE POLICY

The Duquesne University School of Nursing has a vested interest in the health and welfare of its students. Moreover, it has a responsibility in ensuring that students enrolled in the pre-licensure nursing Program are eligible to secure a license upon successful completion of the program and all students licensed and enrolled in 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 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 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 Associate 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 will be assumed by the nursing program. The Chair of the Undergraduate 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) Program at Duquesne University, and those students enrolled in any of the Program 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 post-licensure 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 post-licensure nursing Program 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 as in need 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 Program, monitoring Program 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.

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

ACADEMIC WRITING STANDARDS

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

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

- The School of Nursing follows the guidelines set forth in the 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.
- The School of Nursing provides numerous opportunities for students to improve their writing, starting with the Writing Modules that are part of the first course. Students are strongly encouraged to take advantage of all school offerings related to improving writing—from opportunities to submit drafts, to webinars on EndNote and other software.
- The Writing Center at Duquesne University is devoted to the process and practices of writing by helping students become better writers. Writing Center Consultants are available to students of all levels and majors at the university.
- All papers should be submitted in Microsoft Word. Students should make sure that file names include their last name, assignment information, and date (unless otherwise instructed).
- Students are expected to follow the rules and regulations set forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.
STATUTE OF LIMITATIONS FOR ADVANCED STANDING CREDIT
Courses taken within the past ten years are evaluated for transfer credit in the School of Nursing. The limit for courses in the natural sciences is generally five years.

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

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

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

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

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.

RN-BSN COURSES IN THE TRADITIONAL, SECOND DEGREE BSN, OR BME/BSN TRACKS
Students enrolled in the traditional, second degree BSN, or BME/BSN tracks are not permitted to take RN-BSN level courses. While content areas are similar, these courses are specifically taught for students at a post-
licensure level and therefore are not appropriate.

**CALCULATION OF SECOND-DEGREE PROGRAM QPA/GPA**

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

**NON-NURSING STUDENTS TAKING NURSING CLASSES**

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

CLINICAL PREPARATION

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

To be eligible for clinical placement, students must complete the following requirements by the Traditional BSN deadline of July 1st and the Incoming Second-Degree deadline of August 1st each year:

- Participate in the Clinical Preparation Meeting in the Spring semester (rising sophomores only)
- Participate in Clinical Requirements Days held by the School of Nursing in the Spring semester by beginning the clinical requirement process. (Traditional BSN only)
- All School of Nursing undergraduate clinical requirements
- All School of Nursing undergraduate health requirements

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

SCHOOL OF NURSING UNDERGRADUATE CLINICAL REQUIREMENTS

Nursing coursework will require placement in a setting other than the classroom including community-based settings, hospitals, and other health-care agencies throughout the Pittsburgh area. Prior to any clinical practicum experience, students must complete certain requirements related to personal safety, patient safety, confidentiality, liability, and health. These requirements are imposed by our clinical/community agency partners, the State Board of Nursing, and the university. It is very important that students complete the correct clinical and health requirements for their level/program. Please pay close attention to the table to determine which clinical and health requirements are required. Details on completing these requirements are listed.

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

NURSING HEALTH AND CLINICAL REQUIREMENTS

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

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

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

Once logged into the website, please use the correct package code provided by the School of Nursing.
<table>
<thead>
<tr>
<th>FRESHMAN (required by the beginning of Sophomore year)</th>
<th>CLINICAL REQUIREMENTS</th>
<th>HEALTH REQUIREMENTS</th>
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<tr>
<td>None</td>
<td>1. Student Health Requirements (Demo/Physical)</td>
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<td>11. Influenza Vaccine - Due by October 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<th>SOPHOMORE (required by July 1&lt;sup&gt;st&lt;/sup&gt; of each year)</th>
<th>CLINICAL REQUIREMENTS</th>
<th>HEALTH REQUIREMENTS</th>
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<td>2. PA Child Abuse (Act 33)</td>
<td>2. Tdap (if needed)</td>
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<tr>
<td>3. PA DHS FBI – Fingerprint (Act 73)</td>
<td>3. Influenza Vaccine - Due by October 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>4. Drug Screening Test – Quest Diagnostics</td>
<td>*Students can start TB test renewals after April 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>5. CPR Certification (BLS 2 year)</td>
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<tr>
<td>a. MUST be in accordance with American Heart Association Health Care Provider certification</td>
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<td>b. Cannot expire prior to April</td>
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<tr>
<td>*Students can start recertification/renewing clinical requirements in mid-April</td>
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| JUNIOR  
(required by July 1st each year) | CLINICAL REQUIREMENTS | HEALTH REQUIREMENTS |
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| SENIOR  
(required by July 1st each year) | CLINICAL REQUIREMENTS | HEALTH REQUIREMENTS |
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# Clinical Requirements

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<tr>
<th>SECOND DEGREE (required by August 1st for incoming Second-Degree students; required by July 1st for 16 month or continuing students)</th>
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<tbody>
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<td>1. Criminal Background Record Check and National Residency History (Act 34)</td>
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<td>4. PA DHS FBI – Fingerprint (Act 73)</td>
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<td>5. HIPAA</td>
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**NO ONE WILL BE PERMITTED TO ENTER A CLINICAL PRACTICE SITE WITHOUT COMPLETION OF THESE REQUIREMENTS.**

**Cardiopulmonary Resuscitation (CPR)**

Students are required to complete and maintain a BLS CPR certification that follows American Heart Association Healthcare Provider guidelines. Acceptable courses can be found through the American Heart Association. These courses MUST be BLS for health care providers or professional rescuers courses and should be clearly indicated in the course title. No other courses will be accepted. Students may also find acceptable CPR training at the following sites:

- Start the Heart Training Center: [http://www.starttheheart.com/](http://www.starttheheart.com/)

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

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

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

**PA Child Abuse Clearance (Act 33)**
All students are required to have a Pennsylvania Child Abuse Clearance completed. This is a requirement of our clinical agencies and must be renewed annually.

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

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

**Fingerprint/FBI Clearance - Federal (FBI) Criminal History Report (Act 73)**
All students must complete the FBI Clearance Fingerprint process. Students are only required to complete this once during their uninterrupted enrollment.

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

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

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

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

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

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

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

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

**Health Insurance Portability and Accountability Act (HIPAA)**
Log in to Blackboard and Click on the My Bb Home tab at the top of the page. Scroll down to the bottom of the page. On the left side, enter HIPAA into the Organization Search box. Once the course site comes up, click on the down arrow next to the HIPAA site name, click Enroll, and follow the prompts that are provided. The student will be required to upload the completed certification to CastleBranch.
Students with a Positive Clinical Clearance
In the event of a positive criminal background, FBI clearance or Child Abuse clearance, or a change from the last documented background report, the student must contact and meet with the Associate Dean of Student Affairs. This meeting on progression in the program must occur before returning to the clinical area. When applying for nursing licensure, it is the student’s responsibility to contact the State Board of Nursing with any positive clearance results.

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

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

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

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

International students, refer to the International Students Health Requirements web page.

CLINICAL PLACEMENT
1. Students will be assigned to various clinical sites each semester. The student is responsible for obtaining his/her own transportation to and from all clinical sites. Students are not permitted to switch or request any changes to clinical assignments/or sites. Students will be assigned to day and/or evening clinical rotations. These rotations may occur during the week and/or the weekend. Accommodations will not be made for clinical assignments based on a student’s personal schedule except in extreme extenuating circumstances. (Extenuating circumstances DO NOT include childcare, transportation, care of family members, personal preference and/or work schedules.)

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

3. Clinical assignments will be sent to students via their Duquesne email accounts by their course Faculty of Record at the start of the term. Clinical assignments are not available prior to this date.

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

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

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

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

**CLINICAL ATTENDANCE POLICIES**

See School of Nursing Attendance Policies on Page 20

**Clinical No-Call/No-Show**

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

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

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

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

**PREPARATION FOR THE CLINICAL DAY**

Students are expected to have an iPad while in the clinical area. It is the student’s responsibility to prepare for the clinical day and have an understanding of his/her patient’s clinical needs. Failure to demonstrate an understanding of the patient’s basic safety needs will result in an unsatisfactory for the clinical day. In extreme cases, students may be asked to leave the clinical unit related to unsafe practices due to safety reasons.

**PERFORMANCE IN THE CLINICAL PORTION OF A COURSE**

See School of Nursing Performance in the Clinical Portion of a Course policy on page 33
CLINICAL AND/OR PRACTICUM CONDUCT

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

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

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

4. When an incident occurs in which a clinical faculty member or course Faculty of Record believes may constitute an unsafe practice, they will immediately notify the student and instruct the student to leave the clinical setting.

5. The unsafe behavior will be documented on the Clinical Incident Report within 24 hours by the clinical faculty or the Faculty of Record, and the Director of Adjunct Faculty and Clinical Affairs will be notified.

6. The Director of Adjunct Faculty and Clinical Affairs in collaboration with the course Faculty of Record will investigate the incident within 24 hours to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is deemed minor, the course Faculty of Record may require remediation and an improvement plan or instruction for the student.

7. If the incident is deemed major, the Director of Adjunct Faculty and Clinical Affairs will contact the Chair of Undergraduate Program and Associate Dean for Student Affairs. 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 will review the evidence and send written notification of the decision to the student via certified mail.

Should the student wish to appeal the decision, the student will follow the academic appeal process.
REPORTING OF INCIDENTS OR ILLNESS AFFECTING A STUDENT

Pregnancy
Exposure to certain pathogens, toxic chemicals, drugs, radiation, and/or 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 Associate 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 maintained.

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

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

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

A significant exposure is defined as:

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

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

**Clinical Injury and Illness**

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

**Other Student-related Incidents, Accidents, or Illness**

All student-related incidents, accidents, or illness occurring in course-related activities on campus or off-campus, regardless of severity, are to be reported to the Associate Dean of Student Affairs on the Duquesne University Student Health Incident/Accident Report. The Associate Dean of Student Affairs will forward one copy to the appropriate parties.

**Untoward Events**

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

**PROFESSIONAL DRESS CODE**

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

Each student will be given a copy of the Professional Dress Code at a clinical orientation workshop held during
Uniforms and nametag are to be purchased from American Discount Uniforms in Pittsburgh. Nursing students must use this company as they have license to monogram the Duquesne emblem and names on the uniform. It is recommended that students purchase more than one uniform.

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

- Monogrammed lab jacket/warm up jacket (to be worn in clinical but removed when providing direct patient care. The pockets on the approved lab jacket/warm up jacket will fit the mini iPad). Lab jackets are required to participate in the white coat ceremony.
- Watch: With a second hand (digital or smart watch is acceptable.) Smart watches should only be used for patient care.
- Name badge (see the uniform order form)
- Stethoscope: Dual head required.
- Custom Health Tote Bag: Contains all required clinical lab practice materials. You will receive your lab tote during the first week of class at no additional cost as it is included in your technology fees.
- eBooks: All texts for the nursing program will be electronic. These books will serve as both classroom textbooks and clinical resources. Your technology fee includes the cost of your eBooks.
- Mobile device: Students will be expected to have a mobile device for use in the clinical area as a reference tool. For more information, refer to the technology requirements listed on page 6.

CLINICAL DRESS CODE

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

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

Sweaters/Sweatshirts
- Sweaters or sweatshirts are not permitted in clinical settings.

FOR ALL CLINICAL AREAS:

Jewelry
Jewelry is limited to:
- Watch with a second hand; digital or smartwatches are acceptable.
- Wedding or class rings only.
• Only one set of small post earrings.
• No facial piercings, including piercings in the cartilage and/or industrial bars, and/or tongue.
• One professional nursing pin, such as Alpha Tau Delta or Sigma Theta Tau, only.
• No additional jewelry is permitted.

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

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

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

Pregnant Students
• Students are to wear a professional maternity uniform in place of the official school uniform.

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

Appropriate professional attire includes:
• Women: dress, skirt, or dress pants and collared shirt or blouse.
• Men: dress pants and collared shirt

Inappropriate Attire (prohibited)
• Cropped shirts, tee shirts or sweatshirts with or without lettering or pictures.
• Shorts or low-rise jeans or pants.
• Skirts shorter than 1 inch above knee.
• See-through or halter-type tops.
• Sandal-type shoes.
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)
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: _____

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<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
PREPARING FOR GRADUATION
PREPARING FOR GRADUATION

REVIEW STATUS
In the semester prior to graduate, it is the student’s responsibility to review his or her program plan and credit status with his or her academic advisor to ascertain that the correct number of credits are satisfactorily completed towards graduation.

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

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

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

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

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

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

NCLEX Application Instructions for Pennsylvania.
If you are planning on taking your NCLEX exam in Pennsylvania, please go to the PA Department of State web site and follow the instructions for applying for your license online.

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

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

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

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

For any other questions, students should contact their Academic Advisor.

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

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

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

For any other questions, students should contact their Academic Advisor.

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

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

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

For those students planning to apply for licensure in Pennsylvania, the State Board of Nursing and the Child
Welfare Resource Center have established a system that is set up to automatically provide the
information for each graduate when they apply to take NCLEX.
While there are many online training sites available we recommend students in PA use the following link to complete the training:  www.reportabusepa.pitt.edu

The following are some important points to keep in mind:

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

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

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

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

**ELIGIBILITY FOR GRADUATION**

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

- Specific School of Nursing requirements include:
  - Completion of required credits for degree and Nursing curriculum.
  - A minimum cumulative overall quality point average of 2.3.
  - Removal of all “F”, “I”, “X”, or LG grades from the transcript.
  - Completion of the last 30 credits toward the degree at Duquesne University.
  - Degree application completed online in Self Service Banner by the deadline listed in the Academic Calendar.
ELIGIBILITY FOR RECOGNITION FOR GRADUATION WITH HONOR

To be eligible for recognition, a student must have:

Achieved the distinction of being awarded a Degree with Honors according to university criteria:
- Cum Laude 3.50 to 3.74 QPA
- Magna Cum Laude 3.75 to 3.89 QPA
- Summa Cum laude 3.90 to 4.00 QPA

For Degree with Honor, the Office of Student Affairs calculates the cumulative QPA of graduating students as of the end of the previous semester before graduation. The names of eligible students are then sent to the Registrar’s Office. If a student earns academic honors after the final semester is calculated into the GPA, it will be reflected on the student’s transcript and diploma. In accordance with University policy, academic honors will not be awarded for a second bachelor’s degree.

ELIGIBILITY TO WALK AT A COMMENCEMENT CEREMONY

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

- A cumulative quality point of average of 2.3 or higher
- Nine credits or less left to complete at the University and must be registered for these credits in the final semester
- Must have completed the eligibility to walk at graduation form available in the Office of Student Affairs

Please note the University may have additional requirements that must be met.
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 nursing. Members participate in community projects that strengthen the nursing profession as well as foster the sense of leadership among student nurses. Alpha Tau Delta gives nursing students the opportunity to form close bonds of friendship, fellowship, mutual helpfulness and understanding. Alpha Tau Delta accepts pledge classes during the beginning of the fall and spring semesters. Signs for informal rush parties will be posted at these times.

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

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

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

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

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

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

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

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

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