Graduate Student Handbook

2017-2018
Academic Year

DUQUESNE UNIVERSITY
School of Nursing
Dear Graduate Student,

Welcome to Duquesne University School of Nursing!

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

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

The School of Nursing has a rich innovative 80-year history that includes the first online PhD in Nursing Program in the nation in addition to other ground-breaking programs such as our Forensic Nursing Program.

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

- We are recognized by the National League for Nursing as a Center of Excellence for Creating Environments that Enhance Learning and Professional Development.
- Ranked #67 in Best Graduate Schools by the U.S. News and World Report
- Ranked #16 in Best Online Graduate Nursing Programs for Veterans
- Ranked #9 for Best Online Master's in Nursing by College Choice
- Ranked #18 in Graduate Nursing Online Programs by U.S. News & World Report
- Offers outstanding online academic programs for clinicians and aspiring advanced practice nurses and leaders
- Builds on a tradition of serving our local community with our Community-Based Health and Wellness Center for Older Adults in many Pittsburgh neighborhoods - these client focused interdisciplinary clinics are designed to prevent unnecessary hospitalization and premature institutionalization of low income older adults.
- Our Center for Research for Underserved and Vulnerable Populations is dedicated to building a community of scholars that includes both faculty and students with a particular emphasis on topics related to health disparities, cultural competence, and chronic deviations from health.
- Exciting study abroad opportunities in our BSN, MSN, Post-Master’s Certificate, DNP, and PhD Programs
- Host the annual Rita M. McGinley Symposium Exploring Social Justice for Vulnerable Populations.
- A strong emphasis on nursing ethics
- A knowledgeable, caring committed faculty who are expert clinicians, researchers, teachers, and mentors
- A commitment to improve the health and well-being of culturally diverse individuals, groups and communities across the nation and globe.
- Technology infused, evidence-based programs

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

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

Sincerely,

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This handbook is supplementary to the Duquesne University Student Handbook. The data contained within reflects current policies and may be subject to modification. The provisions of this publication are not to be regarded as a contract between Duquesne University and any student. Duquesne University reserves the right to change any of the policies, rules, regulations, and standards at any time as may be necessary in the interest of the University. Duquesne University and the School of Nursing also reserve the right to modify or discontinue any of the services, programs, or activities described in this publication. The School of Nursing Graduate Student Handbook is updated on a continual basis. Students are advised to access the most current handbook on the School of Nursing DORI Site or the Graduate Academic Advisor’s Blackboard Site.
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 12-month accelerated program is designed for students who hold a baccalaureate degree in a discipline other than nursing.

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

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. Since then, the current MSN program is also online program.

In 2008, the School of Nursing opened a Doctor of Nursing Practice (DNP) program. In Fall of 2014, the School of Nursing launched a newly designed RN-BSN program and a 5-year joint Biomedical Engineering and BSN program. In 2017, the School of Nursing launched the PhD in Nursing Ethics program.

DISTANCE EDUCATION AT DUQUESNE UNIVERSITY

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

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

UNIVERSITY MISSION STATEMENT

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

**SCHOOL OF NURSING MISSION STATEMENT**

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

**SCHOOL OF NURSING VISION STATEMENT**

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

**SCHOOL OF NURSING PHILOSOPHY**

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

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

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

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

**VALUE STATEMENT OF INCLUSION**

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

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

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

**HISTORY AND FORMAT OF THE PHD PROGRAM**

The PhD Program in Nursing at Duquesne University began in 1994 in a traditional on-campus format. In 1997, an innovative model in distance learning was designed to expand opportunities for students who might not otherwise be able to earn a PhD in Nursing. The first cohort of online students was admitted in the fall of 1997.

This innovative, program is offered through the Blackboard Enterprise Learning System and Academic Portal. Classes are delivered in asynchronous format through postings and online discussions boards and occasionally, synchronous instructor facilitated class “chats” at conveniently scheduled times instead of in a classroom on campus. Faculty members conduct virtual office hours through email as well as having designated “real time” online and telephone office hours. Students are always welcome on campus to meet with faculty. Students are required to come to campus four (4) times for an intensive residency week, which includes both academic and social activities. The first required on-campus visit is scheduled for one week in May; depending on the program, the third on-campus visit is scheduled at the discretion of the student’s dissertation committee.

Although students are only required to attend two Doctoral Week campus visits, they are welcome to attend additional Doctoral Weeks or portions of Doctoral Week throughout their PhD program.

**PHD PROGRAM OUTCOMES**

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

1. Function as an independent researcher and conduct original research that builds upon prior research and expands the science of nursing.
2. Integrate theoretical frameworks and research findings from other disciplines to enhance the practice of professional nursing.
INTRODUCTION

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

DOCTOR OF NURSING PRACTICE (DNP) PROGRAM OUTCOMES

The online Doctor of Nursing Practice degree enables the graduates to transform the health care delivery system and design new systems to improve the context in which health care is offered. Nurses prepared at the DNP level will function from a strong evidence based foundation, effectively assessing health care policy, organizational effectiveness, and economic trends in health care to design new models for patient care services. The practice doctorate is designed for nurses seeking a terminal degree in nursing practice, and offers an alternative to research focused doctoral programs.

The graduate of the DNP program will:
1. Demonstrate effective clinical judgment through the synthesis and interpretation of multiple data sources and the efficient use of multidisciplinary collaborative approaches
2. Function as a moral advocate for patients, families, and communities, advancing their empowerment in complex situations
3. Model astute awareness of patient and family needs, anticipating their changing requirements and ensuring patient comfort and safety in all care planning
4. Actively seek opportunities to teach, mentor, and facilitate the professional development of colleagues
5. Develop, integrate, and foster strategies to address issues within the system to enhance patient care services and outcomes
6. Integrate system-wide responses to health care diversity requirements among patients and staff
7. Develop creative educational programs for the system to address patient needs, staff development, and student achievement
8. Foster the exploration of new knowledge to address issues in the delivery of health care, especially nursing care
9. Advocate for culturally competent environments and systems of care
10. Sponsor and model ethical decision making in all aspects of practice with the self, patient, family, community, and health care delivery systems.
Becoming 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 www.duq.edu/multipass. Follow the directions on the MultiPass website to set up your account. To make the transition a little easier, we have directions for accessing your student schedule, your DU email, and Blackboard in this handbook. Please remember that you must initialize your MultiPass account in order to gain access to these resources.

DORI (DUQUESNE ONLINE RESOURCES AND INFORMATION)

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.

ACADEMIC CALENDAR

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

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

Online nursing courses are taught in 8 or 15 week terms. Students should review their program plans to determine the length of the course(s) in which they are enrolling to ensure that they are following the appropriate guidelines and deadlines.

For exact dates, students should refer to the published University Academic Calendar or the Accelerated Eight Week Term Calendar.

REGISTRATION

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

It is the responsibility of the student to make payment arrangements for your tuition and fees through the Student Accounts Office at 412-396-6585 (See information below on e-Bills). Refer to the Schedule of Classes for payment information. If an account balance is not paid in full by the beginning of pre-registration for the next semester, registration will not be permitted. The student is responsible for verifying that payment has been received and that there is a zero balance or that Student Accounts/Financial Aid office has made special accommodations permitting registration.
HOW TO REGISTER USING SELF SERVICE BANNER

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

Adding a Class
1. Click on the Self-Service Banner tab.
2. Click on the Student Information sub-tab.
3. Click on Registration from the menu.
4. Click on Select Term, and choose the appropriate semester from the dropdown list.
5. Click on Add or Drop Classes.
6. Type in the CRN or click on the Class Search tab from the bottom of the page.
   Note: A “C” means the course is closed.
7. Click either the Register bar or the Add to Worksheet bar from the bottom of the page.

Dropping a Class
1. Click on Self-Service Banner tab.
2. Click on the Student Information sub-tab.
3. Click on Registration from the menu.
4. Click on Select Term, and choose the appropriate semester from the dropdown list.
5. Click on Add or Drop Classes.
6. From the screen which displays your Current Schedule, click the Action dropdown, and choose Web Drop.
   Note: you must see your Academic Advisor to drop your last class.
7. Click the Submit Changes bar from the bottom of the screen.

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

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

REGISTRATION HOLDS, RESTRICTIONS OR PROBLEMS

Students with an account restriction in place for any reason will not be able to complete the registration process. Check “View Holds”* prior to attempting to register via Self Service Banner.

*To access “View Holds” via Self Service Banner: Click on the Student Information tab and select the “View Holds” link. Please follow instructions contained in the link to remove holds.

A technical problem may prevent access to Self Service Banner. Contact the CTS helpdesk for technical assistance at 412.396.4357.
CLASS SCHEDULE
Once you are registered you can access your schedule through DORI using the following step-by-step instructions:
1. Log on to the DORI website
2. Click on the tab at the top labeled: Self-Service Banner, then click the tab: Student Information.
3. Click on the Registration link, and then click on View Weekly Schedule or View Class Schedule. (You may wish to view your schedule in “calendar view” in the View Weekly Schedule option or as a list of your courses with pertinent information in the View Class Schedule option.)
4. Select the appropriate term.
5. Click on the printer icon and print your schedule.
That’s it! You will then have a copy of your schedule.

EBILLS ON SELF SERVICE BANNER
The tuition billing process at the university is paperless. All bills can be viewed via Access Quik Pay prior to the start of the semester. Monthly announcements are sent to the student’s official Duquesne email address when bills are ready. To access eBills, log on to Self Service Banner and choose the option eBill-ePayment Account Inquiry. Once logged in, there are several options:
- View most current account status 24 hours a day.
- Add others as authorized payers to receive eBill announcements and make payments
- Print the eBill

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

CHANGE OF SCHEDULE (ADD/DROP)
A student wishing to make a change in a class schedule to drop or add a course after registration may do so in Self-Service Banner, ONLY during the official registration and/or add/drop period. This is typically the first week of class for each semester. The Graduate Advisor must be contacted in order to process an add/drop after the first week of class. Courses dropped after the deadline are classified as course withdrawals and subject to the withdrawal refund policy published in the Schedule of Classes. The Graduate Advisor must approve any changes in schedule.

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

BLACKBOARD
Blackboard is the Course Management System for all courses and general communication with students. Each graduate course for which you are registered will have its own course site, which is listed under “My Courses”.

1. Log on to Blackboard:
2. Click on the Blackboard icon in the top right of the page

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.

1. Log on to DORI
2. Click on the email icon in the blue bar at the top of the page.

SCHOOL OF NURSING INTRANET SITE
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” 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.

LIST SERVE
All communication from the School of Nursing will be sent through the School of Nursing list serve. You will automatically be subscribed to this list serve.

You are strongly encouraged NOT to forward your Duquesne email as it is the official Duquesne email.

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

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

- Headshot only
- Taken in color
- Taken in the last 6 months
- Taken in front of a plain white background
- Taken in full-face view directly in front of camera
- Taken with no hats or sunglasses
- Accompanied by a scanned copy of your driver's license or passport photo ID
Both the photo and the accompanying verification photo should be emailed directly to the DU Card Center at parking@duq.edu. Please include a mailing address in the email. The card will then be mailed out to the student.

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

**FINDING/ORDERING TEXTBOOKS**

Log on to DORI and click on the Self Service Banner Tab at the top. Click on the Student Information tab and the link that says “View Customized Book List/Order Books Now.” Please note that you must be registered in order to view your customized book list in Self Service Banner.
Opportunities and Services
FINANCIAL

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

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

30% Tuition Discount
Students in our graduate programs may be eligible for a 30% tuition discount. In order to be eligible you must meet the following criteria:

- Be a registered nurse
- Be a full-time or part-time employee at one of our partnering organizations. Please check back as the list is updated periodically.
- Enroll as a full-time or half-time Duquesne University School of Nursing student in one of our graduate programs. Please note: Special Status students are not eligible for the tuition discount.

Here is how you find the 30% tuition discount information:
1. Go to the Tuition Discount page
2. Print out the Student Contract and Employer Verification forms. Fill out the section for students and then submit it to your HR department for them to sign off on it.
3. Submit it to The Assistant Dean in the Office of Student Affairs, the address is on the form or fax it to 412-396-4180.

STUDENT SUPPORT SERVICES

University Writing Center 412-396-5209 | writingcenter@duq.edu
The Writing Center at Duquesne University is devoted to the process and practices of writing by helping students become better writers. Writing Center Consultants are available to students of all levels and majors at the university.

University Counseling and Wellbeing Center 412-396-6204
University Counseling Center offers personal counseling, career counseling, testing for academic strengths and problems, career aptitudes, study skills and time management. They also offer workshops related to current issues and concerns such as test anxiety, self-esteem, eating and body image concerns, relationships, and assertiveness.

Student Health Services 412-396-1650
Student Health Service 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.
Office of Student Conduct

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

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

STUDENT ORGANIZATIONS

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

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

A minimum passing grade for nursing courses is “B-”. Students are expected to attend all classes, clinical experiences, and practice laboratories. The specific attendance policy may vary with courses.

EXAMINATIONS, QUIZZES AND REQUIRED COURSEWORK
• Students are required to take all examinations and quizzes on the scheduled date.
• Vacations and social events are not considered to be excused absences. Students are advised not to make any personal or travel plans until all course requirements have been met.
• Any special requests need to be pre-arranged and pre-approved by your course faculty member.

ACADEMIC STANDING AND PROGRESSION
To progress toward the graduate degree in Nursing, students must earn a grade of “B-” or better in all courses required in the program. If grades of “B-” or higher are not achieved in all courses, the course(s) must be repeated.

The following regulations are applicable:
• A student needs to achieve a passing grade in a pre-requisite course in order to progress to the next course.
• An overall QPA of 3.0 is required to graduate.
• Graduate students must maintain a minimum cumulative quality point average (QPA) of 3.0. If a graduate student’s cumulative QPA remains under 3.0 for more than two consecutive semesters, the student will be dismissed from the program.
• Any student whose cumulative QPA for a semester falls below a 3.0 or receives a course grade lower than a “B-” will receive an academic warning. A student may be placed on academic warning/probation only once during the program of study.

• Grades of “C+” or below are not acceptable. Students receiving a grade below a “B-” in any course in the approved program of studies must repeat the course the next time it is offered. If any graduate student receives two grades below a “B-” in the same course or in more than one course, he or she will be dismissed from the program.

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

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

GRADUATE PROGRAM REA
DMISSION POLICY

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

INCOMPLETE GRADES

An instructor, at his or her discretion, may assign an incomplete (“I”) grade at the conclusion of a term. Students taking graduate courses have a maximum of one year to complete the work necessary to remove “I” (Incomplete) grades. 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 no later than the last day of final exams for the term ending one year later. The Office of the University Registrar will convert incomplete grades that remain after the deadline to final and permanent grades of “F” (Failure).

All grade changes must be entered in the Banner system by the faculty of record for the course.

An instructor may grant an extension to the I-to-F deadline of one year only with the approval of the Dean. If approved, formal notification must be sent by the Dean to the Office of 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 graduate courses, and who receive an “I” grade for reasons due to military service, have a maximum of one year to complete the work necessary to remove the “I” grade beginning 60 days after return from deployment.

Students are not permitted to withdraw from classes for which an “I” grade has been assigned. Once an “I” grade has been converted to an “F” or “N” (Not Passing), the “F” or “N” cannot be converted to a “W” (Withdrawal) grade.
A graduate student may not graduate with incomplete grades on the transcript regardless of whether the course is required as part of a degree program. All incomplete work must be completed by the date as specified on the Academic Calendar for the specified term.

For courses such as practicums, internships, and dissertation study, faculty members have the option to assign an “IP” (In-progress) grade. The “IP” grade does not convert to an “F” if not changed after one year but must be changed to a final and passing grade for graduation clearance.

**LEAVE OF ABSENCE**

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

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

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

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

**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 website, in the Student Handbook, and through other means so they may be easily accessed by all members of the Duquesne community.

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

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

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

II. Definitions and Standards: Violations of Academic Integrity

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

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

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

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

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

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

### III. Academic Sanctions

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

### ACADEMIC INTEGRITY PROCEDURES

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. Provisions in the policies and procedures of a School may deviate from and supersede the University Policy and Procedures only when they represent accepted practice for the discipline concerned as this is reflected in publications of the relevant professional association or accrediting body. Each such provision must be approved by the Provost and Vice President for Academic Affairs and clearly noted as an exception to the University Policy and Procedures wherever the School’s policy and procedures are published. In all cases, School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes.
While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will follow the procedures outlined for handling more serious situations involving students enrolled in their programs or taking their courses—that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

- promulgating School policies and procedures to their students and faculty alike and providing ready access to their policies and procedures (e.g., on School web sites);
- educating students about School expectations regarding academic integrity and specific methods and conventions for maintaining it;
- overseeing academic integrity in their courses and programs; and
- maintaining School records of academic integrity violations.

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

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

I. Roles and Responsibilities within the College and the Schools

Course instructors are responsible for upholding academic integrity in regard to work under their supervision performed both in and outside of class. They have primary responsibility for evaluating evidence of violations and imposing appropriate sanctions. All cases that result in sanctions including, or greater than, a failing grade for the assignment on which the violation allegedly occurred must be discussed with the instructor’s department chair or program director within 5 university days.

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

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

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

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

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

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

Faculty Member Evaluates Evidence and Imposes Sanction for Academic Integrity Violation

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

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

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

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

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

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

The University Provost/Vice President for Academic Affairs may ratify, modify, or suspend the sanction. The University Provost/Vice President for Academic Affairs must notify student in writing within 15 university days.
ACADEMIC APPEAL PROCESS
The School of Nursing is committed to ensuring that all student appeals, grievances and complaints are handled in a systematic way. The following guidelines direct students on the appropriate steps to take if an issue arises.

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

FINAL GRADE APPEAL 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 process in this policy may be shortened by the dean if the new timeline is explicit regarding the time allowed at each level and is agreed to in writing by the student filing the appeal and the faculty member responding to the appeal.

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

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

The acceptable grounds for a grade appeal are:

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

This Final Grade Appeal Policy does not address disputed grades resulting from alleged academic integrity violations or complaints of discrimination, which fall under other policies of the university.

- The University's Academic Integrity Policy is available in the University catalogs.
- The Director of Anti-Discrimination and Compliance may be contacted at (412) 396-2560.
- If a student has not been provided accommodations specified as required by the Office for Special Services, she or he should contact the Director, Freshmen Development and Special 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 course was offered.

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 and Fourth Levels 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 Level: Appeal to External Department Chair/Program Director**

A student who elects to proceed to the Third Level of appeal shall so 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. The student must submit this notification within 5 business days after (i) receiving the response from the faculty member or (ii) failing to receive any response from the faculty member within the 5 business day period permitted at the Second Level.

Within 5 business days of receiving the student's notification, the dean shall notify the faculty member that the student has proceeded to the Third Level of appeal. Within the same time period, the dean shall also obtain from the Provost and Vice President for Academic Affairs the name of an "external" department chair, division head or program director to consider the appeal.

**Pool of Eligible Department Chairs/Division Heads/Program Directors**

By September 1 of each year, the Provost and Vice President for Academic Affairs shall name ten current or former department chairs, division heads or program directors to a pool from which individuals will be drawn as needed to hear appeals at the Third Level of this process. If the need for a member of the pool arises, the Provost shall select a member with sufficient relevant experience to appreciate any field-specific issues involved. Members of the pool who are selected but have a conflict of interest with respect to the particular case shall immediately recuse themselves. The pool member that is ultimately selected shall be unaffiliated in any way with the student, the faculty member, and the college/school to which each of the parties belongs.

Within 5 business days of receiving the student's notification of an appeal to the Third Level, the dean shall provide the full record of the appeal up to that point to the external department chair, division head or program director, the student, and the faculty member. The external department chair, division head or program director shall thoroughly review the record of appeal and email a decision or recommendation about the appeal to the dean, the student and the faculty member at their university email addresses within 5 business days after receiving the appeal. The decision or recommendation of the external department chair, division head or program director 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.

If the student receives no response from the external department chair, division head or program director within 5 business days or is dissatisfied with the external department chair, division head or program director's decision, she or he may proceed to the Fourth and Final Level of appeal.

If the faculty member is dissatisfied with the external department chair, division head or program director's decision, she or he may proceed to the Fourth and Final Level of appeal.
If neither the student nor the faculty member pursues an appeal to the Fourth and Final Level within 5 business days following her or his receipt of the external department chair, division head or program director's email, the decision or recommendation of the external department chair, division head or program director shall be final and appropriate actions shall be taken by the relevant University officials.

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

A student or faculty member who elects to proceed to the Fourth 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. 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 external department chair, division head or program director who heard the appeal at Level Three that the appeal has proceeded to the Fourth and Final Level.

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. It may also address the decision or recommendation of the external department chair, division head or program director who heard the appeal at Level Three.

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.
## Grade Appeal Time Table

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<th>Person Responsible</th>
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<th>Process</th>
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<td>Student</td>
<td><strong>First Level</strong> - can occur at any time before the deadline for Second Level</td>
<td>Informal appeal</td>
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<tr>
<td>Student</td>
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<td>Written appeal</td>
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<tr>
<td>Faculty Member</td>
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<td>Written response</td>
</tr>
<tr>
<td>Student</td>
<td><strong>Third 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>Written appeal</td>
</tr>
<tr>
<td>Dean</td>
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<td>Appointment of reviewer</td>
</tr>
<tr>
<td>External Department Chair / Program Director</td>
<td><strong>Third Level</strong> - within 5 business days of receiving the record of appeal, external department chair, division head or program director responds to dean, student and faculty member</td>
<td>Written response</td>
</tr>
<tr>
<td>Student</td>
<td><strong>Fourth Level</strong> - within 5 business days of receiving external department chair, division head or program director's decision, student or faculty member notifies dean of wish to move to Fourth Level of appeal</td>
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<tr>
<td>Dean</td>
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<td>Dean issues final decision</td>
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</table>
GRADUATE NURSING PROGRAMS ACADEMIC POLICIES

Grade Assigned
- Faculty member posts final grade
- Student perceives final grade to be erroneous or capricious/arbitrary

First Level
- At any time prior to deadline for proceeding to Second Level
  - Student meets informally with faculty member
  - If grade is changed... process ends
  - If grade is not changed and student accepts grade... process ends
  - If grade is not changed and student still disagrees... process moves to Second Level

Second Level
- Within 10 business days of the immediately following Fall or Spring Semester
  - Student files written appeal with faculty member and dean
  - Within an additional 5 business days, faculty member may respond in writing
    - If grade is changed... process ends
    - If grade is not changed and student accepts faculty member’s response... process ends
  - If student does not receive response from faculty member within 5 business days... process moves to Third Level
    - If grade is not changed and student still disagrees... process moves to Third Level

Third Level
- Within 5 business days
  - Student notifies dean of wish to proceed to Third Level
  - Within 5 business days of receiving student’s notification, dean works with Provost to name “external” department chair, division head or program director
  - Within an additional 5 business days, dean forwards record of appeal to the parties
  - Within an additional 5 business days, “external” department chair, division head or program director makes decision
    - If student and faculty member both accept decision... process ends
    - If either student or faculty member disagrees... process moves to Fourth Level

Fourth Level
- Within 5 business days of receiving decision
  - Student or faculty member notifies dean of wish to proceed to Fourth Level
  - Within 5 business days of receiving notification, dean informs student, faculty member and external department chair, division head or program director
  - Within an additional 5 business days, dean reviews record of appeal and makes final decision
  - Process ends
CODE OF CONDUCT

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

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

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

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

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

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

Personal Conduct

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

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

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

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

**Student Civility - Civility and Incivility Defined**

Civility has to do with courtesy, politeness, and good manners. Civility is the awareness and recognition of others in all interactions and demonstration of a high level of respect and consideration. In civility we recognize that no action of ours is without consequence to others or ourselves. We need to anticipate what these consequences will be and choose to act in a responsible and caring way. Uncivil behaviors are acts of rudeness, disrespect, and other breeches of common rules of courtesy. These acts of incivility range from disrespectful verbal and non-verbal behaviors to physical threats to another’s well-being.

Incivility is a lack of awareness and recognition (intended or unintended) of others in our interactions when we fail to give them a high level of respect and consideration. Incivility usually results when one does not anticipate how actions will affect others.


**Classroom Conduct**

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

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

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

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

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

**Clinical and/or Practicum Conduct**

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

- Arrive on time
- Be prepared as required per each course
- Ensure patient safety
- Fulfill required number of hours
- Students must make up missed hours
- Students must call clinical faculty AND clinical site and leave a voice mail message in the event of tardiness or absence prior to the start of clinical.
- Failure to contact the faculty or clinical site of tardiness or absence in advance of the start of clinical is considered patient abandonment (No-Call/No-Show) and may be sanctioned.
- Students must have knowledge of and adhere to the clinical dress code set forth by the Duquesne nursing programs.
- Cell phones, beepers, and cameras are not permitted in the clinical area.
- Students shall adhere and conform to the ANA Nursing Scope and Standards of Practice.
- Students shall adhere to all HIPAA regulations and guidelines.

**Drug and alcohol use**

Students must know that the nursing programs have a zero tolerance policy for the use or the possession or dissemination of narcotics or other mind-altering drugs and alcohol. Students must be aware of their program’s policies and procedures for drug screening, especially as it relates to clinical experiences, and consequent sanctions if found in violation of this policy.
Failure to carry out institutional policies and procedures or follow the ANA *Scope & Standards of Practice* and *ANA Code of Ethics* at the clinical site will be considered clinical misconduct.


**VIOLATIONS OF PROFESSIONAL STANDARDS OF CONDUCT**

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

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

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

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

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

3. The faculty member is to send all VPC forms to the Assistant Dean for Student Affairs, Chair of the respective program, Associate Dean for Academic Affairs, and Dean within 3 days of issuance to the students. The VPC forms are reviewed and kept in the Office of Student Affairs.
   - If the violation is of a more serious nature, the faculty member must notify the Assistant Dean for Student Affairs and Associate Dean for Academic Affairs immediately following the issuance of the violation. An immediate course of action will be determined and may be referred to the Academic Standing Committee for review at a special meeting.
   - A violation of a more serious nature may be sanctioned by the School of Nursing. In addition, all acts of this nature may advance further to the Academic Standing Committee, Duquesne University Office of Student Conduct, which may impose further sanctions depending upon the context and severity of the act. Sanctioning is outlined below.

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

**Possible Sanctions**

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

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

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

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

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

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

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

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

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

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

**CONTINUING LICENSURE**
Students must maintain an unencumbered professional nursing license throughout their enrollment in their respective program. Students must hold a current active license in any state in which they practice or complete clinical requirements.

International students must submit proof of unencumbered licensure or recognition of official status as a nurse in the country in which they reside and/or will be completing clinical coursework for their respective program.

Students are responsible for notifying the School of Nursing of any changes in licensure status. Violations of this policy will be addressed on a case by case basis in accordance with the Standard of Professional Conduct policy. Students are to submit proof of their current unencumbered professional
nursing license/recognition with their initial application packet. Thereafter, students must submit their professional nursing licenses upon renewal. Evidence of current, valid nursing license must be submitted to the Graduate Academic Advisor.

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

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

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

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

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

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

• Positive urine drug screen on a routine drug test or required urine screen for a specific clinical placement site.

If a didactic or clinical faculty member suspects possible substance abuse by a student, they will report the suspicious behavior to the Assistant Dean of Student Affairs.

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

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

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

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

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

**POLICY ON UNSAFE PRACTICE**

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

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

3. An unsafe practice is defined as:
   a. An act or behavior of the type which violates the Commonwealth of Pennsylvania Code, Title 49. Professional and Vocational Standards, 21.18 Standards of Nursing Conduct.
b. An act or behavior of the type which violates the Code for Nurses of the American Nurses’ Association.

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

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

4. When an incident occurs which a faculty member believes may constitute an unsafe practice, he/she will immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Track Coordinator for the appropriate track (Family Individual across Lifespan Nurse Practitioner, Forensic Nursing Science or Nursing Education).

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

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

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

REPORTING OF INCIDENTS OR ILLNESS AFFECTING A STUDENT

Pregnancy

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

The student must be examined by her health care provider and cleared medically for each semester during her pregnancy as well as for the period following delivery. The student will not be able to participate in clinical without medical clearance. Any restrictions or limitations and the expected date of delivery must be included in the medical clearance. If any restrictions or limitations are recommended by the health care provider, the student must meet with the appropriate faculty/staff to make the appropriate clinical accommodation to review options for completing the clinical rotation. The clinical rotation completion plan will 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 must complete an Incident Report at the Clinical Site as well as a Duquesne University Student Health Incident/Accident Report. Students should submit a copy of both reports to the Director of Adjunct Faculty and Clinical Affairs. Students must also report any exposures to the University Health Service for appropriate follow-up care.

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

**Clinical Communicable Disease Policy**

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

**Clinical Exposure Policy**

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

A significant exposure is defined as:

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

Once the student incurs an exposure:

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

- In addition to the agency incident report, the clinical faculty member/preceptor is to complete the *Duquesne University Student Health Incident/Accident Report* as soon as possible after the occurrence.
- The student is to sign the release at the bottom of the form giving permission to the University Health Service to access information and do appropriate follow-up

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

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

**Untoward Events**
In the event of a medication error, adverse patient or untoward event in the clinical area, the student is to notify his/her clinical instructor and complete an incident report at the clinical agency at the time of the event. The preceptor is expected to complete the *Duquesne University Clinical Incident Report Form* within 48 hours of the event and submit the report to the Director of Adjunct Faculty and Clinical Affairs. The Director of Adjunct Faculty and Clinical Affairs will be report all clinical untoward events to the Duquesne University Office of Risk Management.

**COURSE OR PROGRAM WITHDRAWAL**
School of Nursing Graduate Program students may withdraw from a nursing course by contacting the Graduate Advisor. The last day for withdrawal is 12 weeks after the beginning of the semester. The official date is published in the University Academic Calendar. In extenuating circumstances, the graduate student can withdraw, with approval of the Academic Standing Committee, up to the official last day of the semester. The student must request in writing to the Graduate Advisor to withdraw from a course/program from his/her DU email.

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

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

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

ASSISTANTSHIP

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

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

CONFIDENTIALITY AND PRIVACY

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

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

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

Students may have access to confidential information, which includes, but is not limited to, information relating to:

1. Medical record information (includes all patient data, conversations, admitting information, demographic information and patient financial information)

2. Protected Health Information (PHI) as defined by HIPAA.
As a DUSON Student:

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

In addition, for Graduate Students in the Family (Individual Across the Lifespan) Nurse Practitioner Program:

- You are required to maintain a record of clinical encounters using the Typhon Student Tracking system, if you are an enrolled Graduate student in the Family (Individual Across the Lifespan) Nurse Practitioner program. Clinical encounters must be entered weekly and kept up to date in Typhon.
- You may not electronically send or enter any patient identifying information into the Typhon Student Tracking system.

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

No personal phone conversations or texting are allowed at any time while in patient/client areas 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 computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.

**SOCIAL MEDIA**

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

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

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

In recognition of this issue’s importance, the National Council of State Boards of Nursing has developed a video than can be viewed, “Social Media Guidelines for Nurses.”

**ACADEMIC WRITING STANDARDS**

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

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

- The School of Nursing follows the guidelines set forth in the 6th Edition of the *American Psychological Association Publication Manual*. Students are expected to conform to the guidelines in all academic writing, unless specifically directed otherwise.

- Effective management and presentation of references is critical in academic writing. As such, all graduate students are required to use a citation manager software program for all writing assignments. EndNote is currently provided by Duquesne University to all students free of charge.

- The School of Nursing provides numerous opportunities for students to improve their writing, starting with the Writing Modules that are part of the first course. Students are strongly encouraged to take advantage of all school offerings related to improving writing—from opportunities to submit drafts, to webinars on EndNote and other software.

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

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

- Students are expected to follow the rules and regulations set forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.
The Master of Science in Nursing Program is an online future-oriented program of study that prepares graduates to meet the current and future needs of nursing in diverse health care settings. Graduates of the master’s program in nursing are prepared to plan, initiate, effect, and evaluate change in the health care delivery system, insure quality patient/consumer care, and enhance the profession of nursing. The coursework builds on the baccalaureate degree in nursing and is based on theory and research in nursing and related disciplines. Currently, three areas of specialization are offered in both the traditional and post masters programs. They are Family (Individual Across the Lifespan) Nurse Practitioner, Forensic Nursing and Nursing Education and Faculty Role.

Family (Individual Across the Lifespan) Nurse Practitioner Program

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

After being accepted for admission to the MSN program, each student will be assigned a faculty mentor who will assist the student regarding questions related to the program and role as a family nurse practitioner. The graduate advisor will assist the student in the completion of a Program Plan. To complete this program, students must complete 21 credits of Family ( Individual Across the Lifespan) Nurse Practitioner course work in addition to completion of 15 credits of graduate core courses and 9 credits of clinical core courses. Once enrolled, students have up to five years to complete the program. In addition, the SON offers a Post-Master's Family (Individual Across the Lifespan) Nurse Practitioner Program, for those students who already possess a masters or doctoral degree in nursing.

Students entering the Post-Master's certificate FNP program must have pre-requisites in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work.

The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact hours must be from a program which is APPROVED BY THE PA STATE BOARD, and must be within the five year period immediately before the date of their application for prescriptive authority.

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

Mandatory On-campus Visits

The School of Nursing requires three campus visits for all MSN Family (Individual Across the Lifespan) Nurse Practitioner (FNP) students. These visits are a required component of the online FNP program and have been put in place to maintain the integrity and high quality of our online FNP program.
If you are in the military, please contact us; otherwise please note that there are no exceptions to these required campus visits.

On campus attendance is mandatory for:
1. Students enrolled in GPNG 528 Physical Assessment for Advanced Practice Nursing course
2. Students enrolled in GNFN 510 Foundations of Family and Individual Care I course

Forensic Nursing Program
The online MSN and post-master's forensic nursing programs prepares graduates for an advanced practice forensic role focused on addressing violence and its consequences in communities and creating opportunities for the unique contributions of nurses. Graduates function not only as practitioners in forensic nursing but also as leaders in this emerging specialty area. They practice in diverse settings such as hospital-based programs caring for victims and perpetrators of violence, designing educational curricula, and helping to enact new policy initiative at the local, state and national levels. The program is offered in collaboration with the Cyril H. Wecht Institute of Forensic Science and Law in the Bayer School of of Natural and Environmental Sciences at Duquesne University. Degree requirements may be completed on a full-time (six credits per semester) or part-time basis. After being accepted for admission to the MSN program, each student is assigned a faculty mentor who will assist the student in completion of a Program Plan. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research. To complete this program, students must complete 15 credits of Forensic Nursing course work, in addition to completion of 24 credits of graduate core and clinical core courses. Once enrolled, students have up to five years to complete the program. In addition, the SON offers a Post-Master's Forensic Nursing Program, for those students who already possess a masters or doctoral degree.

Mandatory On-campus Visit
The School of Nursing Forensic Program requires one mandatory campus visit for all MSN forensic Nursing students.

On campus attendance is mandatory for:
1. Students enrolled in GPNG 528 Physical Assessment and for Advanced Practice Nursing course

Nursing Education and Faculty Role
The online Nursing Education and the Faculty Role Program prepares graduates for roles as a clinical faculty member, online teacher, lab coordinator/director, nursing professional development specialist, staff development educator and faculty member in a community college for contemporary nursing education. Coursework provides theory and real-world experience to support the teaching and learning environment, specifically focusing on curriculum design and evaluation, in addition to the legal environment for the nursing faculty member. Learning experiences are designed for classroom and clinical settings as well as for the virtual environments of the college lab, simulation, and online learning. Special emphasis is placed on engaging students in the use of innovations in the teaching of nursing. The advanced clinical course will provide the student with in-depth clinical theory and experience beyond the bachelor's degree. To complete this program, students must complete 18 credits of Nursing Education and Faculty Role course work in addition to completion of 24 credits of graduate core and clinical core courses. Once enrolled, students have up to five years to complete the program. During the teaching practicum, students will work with master teachers to become fully immersed in the role and responsibilities of a faculty member. In addition, the SON offers a Post-Master's Nursing Education and
Faculty Role Certificate for those students who already possess a masters or doctoral degree and wish to gain additional theory and experience in nursing education. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in their learning and professional development.

**Mandatory On-campus Visit**
The Nursing Education and Role Program requires one mandatory campus visit for all students.

*On campus attendance is mandatory for:*
1. Students enrolled in GPNG 528 Physical Assessment for Advanced Practice Nursing course

**PROGRAM PLAN**
All graduate students must have an approved program plan on file in the Office of Student Affairs before they will be permitted to register for courses. A newly admitted student will be contacted by the Graduate Advisor with an approved program plan. Registration through Self Service Banner is permitted as long as the program plan has been approved. Any changes to the program plan must be approved by the Graduate Advisor in advance.

**COURSE DESCRIPTIONS**

**MSN Core Courses**

**GPNG 523 Historical and Contemporary Foundations for Advanced Nursing Practice**
- 3 credits (Theory)
This course provides an introduction to the role of the nurse as advanced practice through an analysis of nursing history and innovations in the advanced nursing practice role in order to expand and challenge conventional thinking. The student will explore the theoretical literature from diverse disciplines on how innovations are conceived and implemented, particularly in nursing and healthcare practice. Using a case study model, professional role issues in advanced nursing practice are explored with respect to historical and contemporary foundations of advanced nursing practice, as well as, implementation and impact of health care entrepreneurial initiatives/innovations. The course will address statistical literacy and technical writing in the context of role development and nursing and health care innovation. Integral to this course will be an introduction to the online learning environment.

**GPNG 524 Evidence Based Nursing Practice and Policy Development**
- 3 credits (Theory)
This course focuses on evidence-based practice and policy development by addressing the value of scientific evidence and nursing research in providing high quality health care that is also culturally-responsive and appropriate. Content focuses on the need for evidence-based practice, the research process, high performance inter-professional teams, systematic EBP using the Johns Hopkins Evidence Based Practice Model, ethical issues, and use of organizational leadership techniques to promote evidence-based practice. The goal of this course is to prepare nurses in advance practice who are proficient in using a systematic EBP model to identify and address clinical problems with inter-professional teams and collaborations. Additionally is will prepare students to lead EBP efforts, implementation projects and make policy recommendations.

**GPNG 525 Organizational and Clinical Leadership in Nursing and Health Care**
- 3 credits (Theory)
This course integrates basic principles of management and leadership concepts with contemporary health care trends and issues related to advanced nursing practice. The focus of this course is traditional organizational theories and integration of organizations and systems with informatics, data manage-
ment, business principles, systems, and quality in design, delivery, and evaluation of care. The course also includes the application of sound business and economic principles to develop a business plan.

**GPNG 526 Health Care Ethics in Practice and Policy - 3 credits (Theory)**
This course provides a foundation in ethics for nurses in advanced practice. The first part of the course will cover the fundamental issues, prevailing views, and laws in clinical ethics, with a focus on issues related to nursing, including the nurse’s professional role and the nurse-patient relationship: trust, confidentiality, and veracity; informed consent: autonomy and paternalism; the right to refuse treatment; decision-making capacity; surrogate decision-making and advance directives; and conscientious objection. If time permits, other topics may be included, including: abortion, physician-assisted suicide, reproductive technology, genetic testing, and the ethics of research on human subjects. The second part of the course will cover fundamental topics in organizational ethics, which includes ethical issues involved in health-care administration and institutional policy, such as resource allocation, conflicts of interest, the economics of health-care delivery, and the role of ethics committees and clinical ethicists. Throughout the course we will discuss controversial case-studies through which students will develop skill in presenting well-reasoned arguments for their positions.

**GPNG 527 Clinical Prevention and Population-Based Health Promotion - 3 credits (Theory)**
This course is designed to focus on the health promotion and disease prevention of the aggregate (individuals, families, groups that make up a community and/or a society). It provides the student a different and wider perspective related to the incorporation and the application of the theoretical knowledge into the aspects of clinical practices. The course will address: the foundation of the meaning of population within the context of health promotion and disease prevention, the goals of the national health plan, health indicators, health determinants at the individual and societal levels, health behavior and the challenge to change people’s behavior. This will include applying concepts of health behavior theories, health disparity, human genetics, environmental health, and chronic disease control and prevention. Additionally, students will apply epidemiological principles to identify populations at high risk of preventable illnesses. The course will explicitly address the health promotion and clinical/disease prevention activities that are culturally responsive and appropriate.

**GPNG 529 Pathophysiology for Advanced Practice Nursing - 3 credits (Theory)**
Etiology, pathogenesis, and clinical manifestations of disease process will be presented within the framework of the Synergy Model. The interaction between patient vulnerability and patient resiliency in will be emphasized in explaining major pathophysiological conditions across the life span. The effects of complexity and predictability on patient outcome will be highlighted when appropriate. This approach will enhance nurse competencies to assess and evaluate physiological changes, presence or absence of complications, and the extent to which the desired outcome of care and/or treatment are attained. Most importantly, this approach facilitates ongoing learning.

**GPNG 530 Pharmacology for Advanced Practice Nursing - 3 credits (Theory)**
Principles of pharmacology are applied to advanced nursing practice with individuals and families. The effects of pharmacological agents on individuals throughout the life span are discussed. Utilizing clinical judgment, prescribing and monitoring of drug regimens in treatment of disease states and/or primary health care are presented. Potential drug interactions as a consequence of multiple drug regimens are included. Significant adverse reactions are reviewed, dangers inherent in self-medication, as well as overuse of commonly prescribed drugs all address the synergy model concept of complexity. Finally, the role and responsibilities associated with advanced nursing practice in prescribing pharmacological agents and monitoring and evaluating patient responses, including clinical judgment and
inquiry, are identified and discussed. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

**GPNG 528 Physical Assessment for Advanced Practice Nursing - 3 credits (Theory)**
The course focuses on theories of physical assessment and differential diagnosis across the life span. Theoretical frameworks from nursing and other disciplines will be used to develop a patient database and a differential diagnosis of common patient complaints encountered in primary health care practice settings. This course includes the process of clinical problem solving and hypothesis generation and testing. Additionally, this course will introduce Family Theory as a critical foundation for effective communication and care delivery. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course. This course includes an on-campus residency.

**MSN Family (Individual Across the Lifespan) Courses**

**GNFN 508 Foundations of Family Care: Women - 3 credits**
This is the first clinical course in a four clinical course sequence. The focus of the course is on the preventative health care and screenings common to young women and the family during childbearing years, as well as reproductive healthcare for men. In addition, the course will cover the clinical management of health problems common to women from menarche to menopause that ensures culturally-responsive and high quality care. This course will build on the content introduced in Physical Assessment related to families as systems, and the critical role of family theory in guiding practice. Family theory will be used to guide interviewing and assessment techniques important to this population. Concepts of the synergy model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

**GNFN 509 Foundations of Family Care: Infants, Children & Adolescents - 4 credits**
This is the second clinical course in a four clinical course sequence. The focus of this course is providing culturally competent, comprehensive primary health care to infants, children and adolescents. Emphasis is on assessment of health states, nursing and medical management of common health problems, health education, health promotion and disease prevention common to infants, children and adolescents in the context of the family. Community health and concepts of cultural, as well as ethical competencies are integrated into practice settings. Planning, implementing, and evaluating nursing and medical management of health, wellness, and therapeutic regimens for infants, children and adolescents are emphasized and applied throughout the course which also includes a clinical experience focusing on health concerns encountered in the community and primary care setting. This course will continue to build on the application of family theory principals in communication and care planning, as introduced and emphasized in the previous coursework. The student will describe, analyze, and synthesize the plan of care in regard to the client, nurse, and health care systems along with principles of therapeutic communication.

**GNFN 510 Foundations of Family and Individual Care I - 6 credits**
This is the third primary care course in a four course sequence. The focus of this course is providing comprehensive and culturally responsive primary care to adults, older adults, and maturing families across the life span within the context of the community. The student applies knowledge and skills to expand learning and medical management of health states, common health problems, health education, health promotion, and disease prevention common to adults, older adults, and maturing families. The student will examine the use of evidence in decision making. The course includes a clinical experience focusing on health concerns common to the maturing family with a focus on chronic illnesses commonly
encountered in the primary care setting. The student will describe, analyze, and synthesize the plan of care in regard to the patient, nurse, and health care system. Concepts of the Synergy Model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

**GNFN 511 Foundations of Family and Individual Care II - 5 credits**
This is the fourth primary care course in a four course sequence. In this course, the student applies the knowledge and skills previously learned to function as an emerging provider of culturally-responsive comprehensive primary health care to individuals and families across the lifespan within the context of the community. The student applies knowledge and skills that promote their role as an emerging provider managing various health states, common health problems, health education, health promotion, and disease prevention common to families and individuals of all ages. The student will examine the use of evidence in decision making. Emphasis is on the assessment of the health state, nursing and medical management of common acute and chronic health problems, health education, health promotion, and disease prevention. Nursing theories as well as selected theories from the behavioral and physical sciences are incorporated into practice. Concepts of the Synergy Model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

**GNFN 512 Transitioning to Advanced Practice Nursing - 3 credits**
This course will focus on the synthesis of role theory, the transitioning to independent practice, business concepts, and issues unique to the role of the family nurse practitioner. Professional issues, models of health care delivery and practice in the evolving health care environment will be discussed. The independent and collaborative roles of the family nurse practitioner in primary care will be emphasized. Overview of the Consensus Model, preparing for national certification, and applying for licensure and prescribing privileges at the state level will be addressed. Concepts of the Synergy Model that address patient resiliency, vulnerability, and stability will be incorporated throughout the course.

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**MSN Forensic Nursing Courses**

**GNFO 517 Forensic Science and the Legal System - 3 credits**
This course introduces students to advanced legal process, the roles and responsibilities of the multidisciplinary forensic and legal professionals, and the civil and criminal applications of forensic science in the judicial process. The various roles of the forensic nurse at the advanced practice level will be explored. The course will prepare forensic nurses at an advanced practice level to interface with the legal system. The impact of collaborative practice in various levels of policy will be explored. The sources of law, federal and state legal systems, civil and criminal systems, interaction between the law and forensic science in the courtroom, fact versus expert witness, and tasks of the fact finder will be reviewed. Issues related to nurses in the courtroom and their potential impact on the outcome of legal proceedings will be further explored. Specific forensic nursing competencies for professional caring practice will be applied to discussion of medical-legal issues.

**GNFO 518 Criminal Law and the Courts - 3 credits**
This course introduces the student to the critical processes involved in the collaboration between advanced forensic nursing practice and the legal system. It addresses the theoretical underpinnings of law as well as the interface of forensic science with law and nursing. Students are introduced to the trial process and to the application of the theories of forensic science and evidence collection in the courtroom. Students are exposed to an intensive examination of criminal law and forensic science using crime scene investigation procedures. The roles of the advanced practice forensic nurse within the legal
system are examined. Methods of evidence collection in a variety of settings are delineated and the implications for forensic nurses in crime scene reconstruction, death investigation, toxicology, hair and fiber analysis, DNA, ballistics, arson, cyber-crime, psychiatry and psychology, bioterrorism, odontology and anthropology, linguistics, and entomology. The role of the forensic nurse examiner is studied through a 40 hour SANE-A training which prepares students to be precepted and then to sit for national certification.

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

This course is a critical, comprehensive introduction to advanced forensic nursing practice that addresses the knowledge related to care of the forensic patient based on theoretical and scientific principles. It describes the principles and philosophy of forensic nursing in acute care and community settings and the roles of the forensic science professional and advanced practice forensic nurse domestically and internationally are explored. Students will examine theoretical models from a holistic perspective: theory from nursing, related sciences and law to develop theoretical frameworks for guiding forensic nursing practice. Clinical therapeutics focused on the individual's mental and physical health, and ways of maximizing function for victims and the perpetrators, and their families through interventions will be studied. The class also explores assessment tools, diagnosis and treatment, and management of forensic populations using the best available evidence.

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

*Prerequisite: GNFO 519 Advanced Forensic Nursing: Theory & Practice*

This course focuses on roles and responsibilities of the advanced practice forensic nurse in the healthcare system, specific to program development, leadership and policy. A multidisciplinary approach is used to explore the interactions between nursing and the criminal justice system, and the role of the forensic nurse leader in program administration and policy. The course also analyzes ethical challenges faced by the advanced practice forensic nurse.

**GNFO 521 Forensic Clinical and Capstone - 3 credits**

*Prerequisites: GNFO 519 - Advanced Forensic Nursing I and GNFO 520 - Advanced Forensic Nursing II*

This course focuses the advanced practice forensic nurse on the nursing competencies in a chosen area utilizing the scientific, ethical, and legal principles related to forensic nursing. The student will describe and analyze the competencies of clinical judgment, advocacy, caring, collaboration, systems thinking, diversity issues, and facilitation of learning within the clinical practice area of the student's choice. The practicum requires 150 hours in the practice area. An expert forensic nurse (or other forensic clinician) will serve as the mentor for the student. Students will be required to write a formal case study, with evidence based care recommendations, based on a case identified in the practicum hours.

**MSN Nursing Education and Faculty Role Courses**

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

This course examines contemporary challenges and issues in teaching within a practice discipline and guides participants in an exploration of nursing education. The application of traditional educational theory to practice disciplines will be explored in conjunction with current philosophical and pedagogical perspectives. Innovative methods in applying emerging empirically informed education theory will support student formulation of an informed working personal philosophy of education as a foundation for practice as a nursing faculty member.
GNED 511 Emerging Trends and Innovations in the Teaching of Nursing - 3 credits
This course is designed to engage the student in understanding the essentials for success as nurse educators in the development, implementation, and evaluation of innovative educational programming to enhance student success in the acquisition of knowledge, application in practice, and development in professional nursing roles. Students will acquire a knowledge base supported by theoretical principles in their learning of a variety of teaching strategies with practical application in the teaching of nursing. Learning experiences will be designed for classroom and clinical settings as well as for the virtual environments of college lab, simulation, and online learning. Special emphasis will be paid to engaging students in the use of innovations in the teaching of nursing.

GNED 522 Innovative Curriculum Design and Evaluation - 3 credits
The examination of curriculum models in nursing education will provide the framework for the analysis and evaluation of approaches to organizing learning experiences into a total program of study. Attention will be directed at the processes used to create an innovative curriculum which reflects professional priorities, societal trends, and institutional philosophies. The limited evidence base for curriculum will be explored, as well as approaches to program evaluation, including accreditation.

GNED 531 Advanced Clinical Nursing - 3 credits (2 theory and 1 credit clinical [150 clock hours])
This clinical course engages the student in the development of advanced clinical nursing knowledge in a defined area of practice that complements his/her current competencies as professional nurses. Ongoing development is sought in this defined area to cultivate higher levels of clinical judgment and inquiry, advocacy/moral agency, response to diversity, collaboration and systems thinking to strengthen his/her future practice as a nurse educator and facilitator of learning across settings and populations.

GNED 533 Nursing Faculty Role Practicum - 3 credits (2 theory and 1 credit clinical [150 clock hours])
Prerequisite: GNED 510 Advanced Clinical Nursing
This course provides the opportunity for the student to cultivate selected nursing faculty competencies in an academic or clinical practice setting under the guidance of a faculty member and a nurse educator who serves as the preceptor. Students explore the mission and philosophy of their learning context and explore its applicability to the design of learning experiences for students, nurses, or patients in that setting.

GNED 534 The Legal Environment for the Practice of Nursing Education - 3 credits
This course will use a case-based approach to examine the multitude of legal and ethical issues that confront the contemporary nursing faculty member in the classroom, in clinical, and in their professional role as a faculty member. The course will also address issues confronted by academic nursing administrators -directors, department chairs, associate deans and deans. The course will begin with an introduction to the legal process and how legal cases are retrieved and cited in the literature. The course will examine such concepts as 'due process' and how it is operationalized in higher education. The role of a university-based attorney as a consultant in clinical education programs will also be addressed. Using a case-based method, various scenarios will be analyzed within a legal and ethical framework.

CONCENTRATIONS
A concentration in Nursing Education was created for students in the Forensic Nursing and Family (Individual Across the Lifespan) Nurse Practitioner programs as an added option. The Concentration in Nursing Education consists of three 3-credit theory courses (9 credits) that focus on the core competencies needed for the academic nurse educator practice role.
GNED 507 Foundations in Education Theory for Professional Practice Disciplines · 3 credits.  
GNED 522 Innovative Curriculum Design and Evaluation · 3 credits.  
GNED 532 Emerging Trends and Innovations in the Teaching of Nursing · 3 credits.  

A concentration in Forensic Nursing was created for students in the Nursing Education and Faculty Role and Family (Individual Across the Lifespan) Nurse Practitioner programs as an added option. The **Concentration in Forensic Nursing** consists of three 3-credit theory courses (9 credits) that focus on the core competencies needed for the academic forensic nursing practice role.  

GNFO 518 Criminal Law and the Courts · 3 credits  
GNFO 519 Advanced Forensic Nursing I: Theory and Practice · 3 credits  
GNFO 520 Advanced Forensic Nursing II: Program Development, Leadership and Policy · 3 credits
## MSN Core Courses (15 Credits for All MSN Students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>GPNG 523</td>
<td>Historical and Contemporary Foundations for Advanced Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>GPNG 524</td>
<td>Evidence Based Nursing Practice and Policy Development</td>
<td>3</td>
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<tr>
<td>GPNG 525</td>
<td>Organizational and Clinical Leadership in Nursing and Health Care</td>
<td>3</td>
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<tr>
<td>GPNG 526</td>
<td>Health Care Ethics in Practice and Policy</td>
<td>3</td>
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<tr>
<td>GPNG 527</td>
<td>Clinical Prevention and Population-Based Health Promotion</td>
<td>3</td>
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## Family (Individual Across the Lifespan) Nurse Practitioner

### Clinical Core Courses

- **GPNG 529 Pathophysiology for Advanced Practice Nursing**: 3 credits
- **GPNG 530 Pharmacology for Advanced Practice Nursing**: 3 credits
- **GPNG 528 Physical Assessment for Advanced Practice Nursing**: 3 credits
  - GPNG 529 and GPNG 530 are prerequisites
  - Basic Physical Assessment is prerequisite
  - Campus Residency Week required
  - (40 lab hours + 35 additional precepted hours)

### Specialty Courses

- **GNFN 508 Foundations of Family Care: Women**: 3 credits
  - GPNG 528 is prerequisite
  - 75 precepted clinical hours
- **GNFN 509 Foundations of Family Care: Infants, Children, and Adolescents**: 4 credits
  - GNFN 508 is prerequisite
  - 150 precepted clinical hours
- **GNFN 510 Foundations of Family and Individual Care I**: 6 credits
  - GNFN 509 is prerequisite
  - Campus Residency Week required
  - (40 lab hours + 185 additional precepted hours)
- **GNFN 511 Foundations of Family and Individual Care II**: 5 credits
  - GNFN 510 is prerequisite
  - 225 precepted clinical hours
- **GPNG 512 Transitioning to Advanced Practice Nursing**: 3 credits

**Total = 45 credits**

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## Forensic Nursing

### Clinical Core Courses

- **GPNG 528 Physical Assessment for Advanced Practice Nursing**: 3 credits
  - Basic Physical Assessment is prerequisite
- **GPNG 529 Pathophysiology for Advanced Practice Nursing**: 3 credits
- **GPNG 530 Pharmacology for Advanced Practice Nursing**: 3 credits

### Specialty Courses

- **GNFO 517 Forensic Science and the Legal System**: 3 credits
- **GNFO 518 Criminal Law and the Courts**: 3 credits
- **GNFO 519 Advanced Forensic Nursing I - Theory and Practice**: 3 credits
- **GNFO 520 Advanced Forensic Nursing II - Program Development, Leadership & Policy**: 3 credits
- **GNFO 521 Forensic Clinical and Capstone**: 3 credits
  - GNFO 519 and GNFO 520 are prerequisites

**Total = 39 credits**

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## Nursing Education and Faculty Role

### Clinical Core Courses

- **GPNG 528 Physical Assessment for Advanced Practice Nursing**: 3 credits
  - Basic Physical Assessment is prerequisite
  - Campus Residency Week required
  - (40 lab hours + 35 additional precepted hours)
- **GPNG 529 Pathophysiology for Advanced Practice Nursing**: 3 credits
- **GPNG 530 Pharmacology for Advanced Practice Nursing**: 3 credits

### Specialty Courses

- **GNED 507 Foundations in Educational Theory for Professional Practice Disciplines**: 3 credits
- **GNED 522 Innovative Curriculum Design and Evaluation**: 3 credits
- **GNED 534 The Legal Environment for the Practice of Nursing Education**: 3 credits
- **GNED 531 Advanced Clinical Nursing**: 3 credits
  - 150 precepted clinical hours
- **GNED 532 Emerging Trends and Innovations in the Teaching of Nursing**: 3 credits
- **GNED 533 Nursing Faculty Role Practicum**: 3 credits
  - GNED 531 is prerequisite
  - 150 precepted clinical hours

**Total = 42 credits**

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*Revisions to curricula are ongoing.*

4-11-17

*Students are required to complete 670 precepted clinical hours and 80 lab hours.*
The MSN/PMC Program Policies
ADVANCED STANDING FOR MSN/PMC PROGRAM

A maximum of nine (9) MSN level credits from a regionally accredited university and approved program may be transferred toward completion of the requirements for the Master of Science in Nursing (MSN) degree.

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

Transfer credit will only be accepted for courses in which a minimum grade of “B” (QPA = 3.0 on 4.0 scale) or higher its equivalent has been received from degree granting programs. Generally, courses must have been completed within 5 years of admission. However, the Pennsylvania State Board of Nursing requires that Pharmacology must be taken within 5 years of the intended program completion in order to be eligible for prescriptive licensure. Students living outside of Pennsylvania should investigate the requirements for the State Board of Nursing in their home state.

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

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

- Complete a Request for Advanced Standing form as part of the MSN Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).
- Identify the course for which Advanced Standing is being sought.
- Submit an official transcript, which includes the grade received for the requested transfer credits, and a detailed course description/outline.
- Submit these materials to the Nurse Recruiter with the application. The request will be forwarded to the appropriate Program Coordinator for evaluation.
- Acceptance or rejection of Advanced Standing credits will be included in a letter sent to the applicant.
- Approved advanced standing credits will be forwarded to the Graduate Advisor.

CHANGE OF SPECIALIZATION

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

The student should discuss his or her intention to switch to a different specialty with their Academic Advisor as well as the coordinators of the current specialty and the intended specialty.

The student must complete the School of Nursing Specialization of Transfer Form which is available from the Graduate Advisor. The form is to be submitted to the School of Nursing Nurse Recruiter who will include the application for review at the Admissions Meeting. The student will be notified in writing of the decision.

PERIOD OF MATRICULATION

A student is required to satisfy the MSN or PMC degree requirements within 5 years from the semester in which the student completes the first course for the degree.
All students must register for coursework every semester including the summer semester. If a student is unable to register for a class for a semester, an official leave of absence must be requested and approved by the Graduate Advisor in order to maintain a place in the program.

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

The Academic Standing Committee will automatically review the records of students who are unenrolled for three (3) semesters and have not requested an official Leave of Absence. The Graduate Advisor will communicate with the student on behalf of the Academic Standing Committee. In the absence of extraordinary circumstances, the Academic Standing Committee will issue a letter to inform the student that they must reapply to continue their studies.

**CLINICAL PREPARATION**

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

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

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

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

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

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

This process should be started the semester prior to entering a clinical or practicum course.
SCHOOL OF NURSING CLINICAL REQUIREMENTS

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

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

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

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

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

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

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

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

SCHOOL OF NURSING HEALTH REQUIREMENTS
Students must provide evidence of:

1. Freedom from active tuberculosis documented by a negative PPD skin test and/or exam signed by a physician, nurse practitioner, or physician’s assistant.
   a. Requires proof of negative PPD within the last six months.
   b. Students with positive PPD must show proof of medical follow-up in the form of negative chest x-ray or medical evaluation and treatment.
   c. Annual PPD is required throughout program enrollment.
2. Immunity to rubella and rubeola confirmed by titer.
3. Immunity to chicken pox documented by history, titer, or current varicella immunization.
4. Immunization against diphtheria and tetanus within the past 10 years and throughout duration of program enrollment.
5. Immunity to Hepatitis B confirmed by titer.
Students can use their own documentation or the University forms

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

UNIVERSITY STUDENT HEALTH PORTAL
The University Student Health Portal is available through DORI:
1. Log in to DORI using your Multipass
2. Select the Student Tab
3. Under Student Connections select “Health Service Student Portal”

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

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

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

**FOOTPRINTS CLINICAL TRACKING SYSTEM**

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

If you have any questions about using footprints, please contact the Online Clinical Coordinator, Leigh Anne Rethage at 412-396-1481 or rethagel@duq.edu.

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

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

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

**CLINICAL CONTRACTS**

Students are only permitted to begin clinical experiences once all clinical and health requirements have been approved and completed and all contracts have been signed and returned to the School of Nursing. More direction will be provided within each course for beginning clinical hours.
Clinical hours that are not approved by the course instructor cannot be counted toward required clinical hours and any hours completed to date will be redacted. The penalty for this offense may range from the hours simply being redacted to a clinical failure, depending upon the severity. A letter of violation will be placed in the student’s file.

**PRECEPTOR SELECTION**

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

1. Unencumbered professional license and/or national certification
2. Documented current practice in the field of at least one full year of practice
3. Minimum of a Master’s degree in nursing
4. Commitment to high professional standards
5. Previous preceptor experience is preferred
6. Interest in working with students with desire to foster student learning
7. Willingness to complete all obligations associated with precepting
8. For FNP students preceptors may include an MD, DO, nurse practitioner, or certified mid-wife. NPs and midwives must hold national certification, and have at least one year of clinical experience. Physician Assistants may not be utilized as a preceptor per the Pennsylvania Board of Nursing

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

**Process for Establishing a Preceptorship**

1. The student identifies an appropriate preceptor for clinical activities according to criteria and has a discussion with the preceptor about their current standing in the program and clinical needs. Only those preceptors who agree to precept the student should be put forward.
2. The student submits the preceptor/agency and preceptor CV to the Clinical Coordinator via the Duquesne University School of Nursing Footprints Clinical Tracking system. The Clinical Coordinator will review the same against the established criteria and for completeness.

   The Clinical Coordinator will initiate the processing of the same, once receiving approval of the preceptor CV from the faculty member having course oversight responsibility. The faculty member who oversees clinical placements must approve the student’s selection of a preceptor.
3. The Clinical Coordinator will process the preceptor and agency contracts.
4. The Clinical Coordinator will notify the student and the course faculty member when the required signed contracts have been received. Clinical hours cannot be started until all contracts have been received.
5. The course faculty member will advise the student when to begin the preceptored hours.
6. The Clinical Coordinator will initiate a thank you letter to the preceptor at the end of each semester.
7. All Family Nurse Practitioner preceptors and Doctors of Osteopathy will receive a Primary Verification Form (PVF) with notation of preceptor hours at the end of each semester.
8. The Clinical Coordinator will maintain the database which reflects, but is not limited to, student name, preceptor name, preceptor address, agency name, agency address, and precepted hours.
EXAMITY POLICY FOR ONLINE EXAMS

Examity® (www.examity.com) is an online exam proctoring technology that enables online and distance learning students to take proctored exams from the comfort and convenience of their own home or office. The process identifies a student and records video and audio and screen capture throughout the student’s exam, which is simultaneously communicated to Examity’s restricted-access secure servers. The video, audio, and screen capture are used for the purpose of ensuring academic integrity during the testing process. The purpose of this technology is to better comply with evolving accreditation standards.

The Examity system will be used with online examinations as instructed by faculty.

- Students are required to set up their profile and establish identity following the procedures outlined in the Examity instructions.
- Students are responsible for self-testing the functionality of the system well in advance of all Examity exams in their courses, so that any troubleshooting that is required can be accomplished.
- Students are responsible for scheduling their exam with Examity at least 24 hours in advance.
- Students are responsible for paying all additional charges for no-shows or changes/cancellations within 24 hours of an examination.

Test Environment Requirements:

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

Testing Area:

- Sit at a clean desk or clean table (not on a bed or couch)
- Lighting in the room must be bright enough to be considered “daylight” quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind you
- Be sure the desk or table is cleared of all other materials. This means the removal of all books, papers, notebooks, calculators, etc. unless specifically permitted in posted guidelines for that particular examination
- No writing visible on desk or on walls
- The following should not be on your desk or used during your exam unless specifically allowed for that examination:
  - Excel
  - Word
  - PowerPoint
  - Textbooks
  - Websites
  - Calculators
  - Pen and/or Paper
- Close all other programs and/or windows on the testing computer prior to logging into the proctored test environment
- Do not have a radio or the television playing in the background
- Do not talk to anyone else - No communicating with others by any means
- No other persons except the test-taker should be permitted to enter the room during testing
- 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.

Requirements for Graduation

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

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

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

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

Students who are eligible for graduation must file the Application for University Degree with the Registrar’s Office on or before the latest date to apply for graduation as announced in the university academic calendar.
FAMILY (INDIVIDUAL ACROSS THE LIFESPAN) NURSE PRACTITIONER POLICIES

EPOCRATES
Upon entering the initial clinical management course in the Family (Individual Across the Lifespan) Nurse Practitioner Program, all nurse practitioner students are required to purchase Epocrates through the University. Epocrates is a web-based platform that can interface via mobile apps, tablets, or computers to aid in clinical management decisions for patients at the point of care.

TYPHON STUDENT TRACKING SYSTEM
Graduate Nursing students enrolled in the Family (Individual Across the Lifespan) Nurse Practitioner Program are required to document their clinical schedules, evaluations, experiences, and other clinical information to fulfill course and/or certification eligibility requirements. In order to accomplish this, the University has licensed the use of a web-based program called TYPHON which is a tool for tracking clinical practice during the educational process. Typhon has a 15 day period for students to enter clinical cases. Should a student exceed this limit the student will not be able to enter the cases and the cases and clinical hours will not be counted.

CLINICAL QUALIFYING EXAM FOR NURSE PRACTITIONERS
The purpose of this examination is to determine the Nurse Practitioner student’s ability to synthesize the knowledge gained through the clinical core courses (Pathophysiology, Pharmacology, and Physical assessment, (aka the 3P's) and the student’s potential for success in the advanced practice role, including national certification.

The clinical qualifying examination will be offered during the same time as the Advanced Physical Assessment course. It is administered in a remote setting using proctoring software. The date will be determined by the Nurse Practitioner faculty and students will be notified in advance. All Nurse Practitioner students (MSN and Post-Master’s Certificate) will be required to take the initial exam when it is scheduled during the Physical Assessment course.

The passing score for the clinical qualifying exam is determined based on national data gathered by the testing organization in conjunction with the FNP faculty. Students who meet this score are considered proficient in the 3 P course content and should be able to progress to the clinical management courses with less difficulty. Students who do not meet the passing benchmark will receive feedback to alert them to courses and/or specific content that will assist them in increasing their knowledge. A student who does not successfully meet the passing score will be required to remediate in the content area in which he/she is weak. Remediation materials will include materials from the Advanced Practice Education Associates (APEA) and will include the Q-Bank for Physical Assessment and the Pharm-in-a-Flash as a minimum. Students will be responsible for the costs of remediation material. At any point when remediation is part of the process evidence of the remediation must be provided before a student is able to repeat the clinical qualifying exam. A second exam attempt will be scheduled within 2-4 weeks of the initial exam. If the student fails to meet the passing standard on the retake, he/she will remediate further and a third and final attempt will be offered approximately two weeks later. If a student fails to meet the passing standard after the third attempt, he/she cannot continue in the FNP program and progress to clinical courses. The student will be required to register for an independent study course in the subsequent semester and remediation will be required. Remediation can take multiple forms which will be determined by the FNP faculty in conjunction with the student in order to promote positive
learning outcomes. During the first month of the subsequent term an additional exam attempt will be scheduled. A student who is unable to achieve the required passing score on the clinical qualifying exam by the fourth attempt will then be dismissed from the program.

**COMPREHENSIVE EXAMINATION FOR NURSE PRACTITIONER STUDENTS**

The purpose of this comprehensive examination is to determine the student’s ability to synthesize the knowledge gained through the Nurse Practitioner program and his or her potential to be successful in the advanced practice role in preparation for their national certification. The examination will be offered in the final patient management course of the Nurse Practitioner program. The date will be determined by the NP faculty and students will be notified in advance. Each exam attempt will be in a remote setting with the use of proctoring software. The student must achieve the minimum passing score established for the examination. A student must successfully pass the examination in order to be eligible for graduation, in addition to meeting the University and School of Nursing graduation requirements. The student will have an initial attempt prior to their Mandatory Live Review course. The student will utilize the score and feedback from the exam to provide focus for the review course. Two additional exam attempts will be scheduled by the faculty. If the student is unsuccessful on the two attempts, the student will receive an “I” grade for GNFN511. The student will be required to register for an independent study course for the following semester. One of two additional attempts will be scheduled once the FNP Program Director deems the student is prepared, and completion of remediation has been verified. If the student is not successful with the two attempts offered in the independent study course, the grade for GNFN511 will convert to an “F”. The student will be required to repeat GNFN511 the next time the course is offered. Students are responsible for any cost above what is covered by their graduate fees.

**CLINICAL FAILURES: FAMILY NURSE PRACTITIONER PROGRAM**

Students who are not successful in the clinical portion of the course will receive a grade of “f” as the final course grade, no matter the grade in the didactic portion. The clinical evaluation may not have any scores rated lower than “2” indicating a course failure.

**Remediation Procedure**

1. If the student’s performance is unsatisfactory on any given clinical day, the Clinical Preceptor will initiate an informal conference with the student. This informal conference will provide the student with constructive feedback to assist them in ongoing improvement in clinical practice.

2. Should the student’s performance continue to be unsatisfactory, the Clinical Preceptor will notify the Clinical Faculty who will assist the Clinical Preceptor in formulating a remediation plan explaining areas of concern and behaviors necessary to correct these deficiencies. This process will be completed by mid-semester, if possible, so the student has time to improve.

3. The Clinical Faculty will issue an Academic Warning after communicating with the course faculty to acknowledge the preceptor’s concerns and share the written Remediation Plan.

4. The Course Faculty, FNP Program Director and Chair of the Advance Practice Programs will receive a copy of the Academic Warning. A copy of the written plan will be placed in the student’s record.

5. If the conditions of the Academic Warning are not met by the student by the last clinical day, the student’s clinical performance will be unsatisfactory on the final evaluation and the student will receive a failing grade.

6. At any time if a student’s clinical performance in a clinical course indicates a total inability to perform at a safe and/or professional level of practice as evaluated by the Clinical Faculty and Clinical Preceptor, in consultation with the Course Faculty and FNP Director, the student will be
assigned a failing grade regardless of the point in time such a decision is made. In such case, the student will ineligible to continue in the course.

**Definition of Terms:**

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

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

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

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

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

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

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

## SAMPLE PHD PROGRAM PLAN (3 YEAR)

**PhD Program Plan (3 Year)**
**Summer Start 20____**

Student: ____________________  Chair/Advisor: ____________________

56 Credits

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*Required on-campus visit  **Study Abroad  Updated: 9/28/2016*
### PhD Program Plan (4 Year)
Summer Start 2017

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#### Summer after Admission

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### Notes

- 56 Credits
- *Required on-campus visit
- **Study Abroad

Updated 9/28/2016
### Sample DNP to PhD Program Plan

**DUQUESNE UNIVERSITY**  
**SCHOOL OF NURSING**  

DNP to PhD Program Plan  
Summer Start 20

Student: ___________________________  
Chair/Advisor:

<table>
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<tr>
<th>Summer after Admission</th>
<th>SPRING COURSES</th>
<th>SUMMER – FOUNDATIONS</th>
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|                        | TOTAL | 3 |

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| TOTAL | 3 | TOTAL | 7 | TOTAL | 7 |

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<td>GPNG 931 Applied Qualitative Practicum</td>
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| TOTAL | 6 | TOTAL | 6 | TOTAL | 3 |

38 Credits Total  
Student will transfer in 18 credits from DNP Program.

Updated: 9/27/2016
PHD PROGRAM FOR THE 3 AND 4 YEAR PLANS

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

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

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

RESIDENCY REQUIREMENTS

Residency 1: Doctoral Week (Summer of year 1)
Every student admitted to the PhD program is required to come to campus for the first residency, usually held during the second or third week of May. This week includes an orientation to the PhD program and provides an opportunity for students to meet faculty and participate in live classes for the courses in which they are enrolled that summer.

Residency 2: Study Abroad (Summer of year 2)
Students enrolled in GPNG 924 Methods of Scientific Inquiry II will take part of the course as a study abroad experience (approx. 10-14 days) in locations such as Dublin, Ireland where students will have housing at the Duquesne University Ireland campus.

Residency 3: Topic and Committee Approval
(Year 2 for 3-yr program and Year 3 for 4-yr program)
This residency provides an opportunity for the student to meet with his/her faculty mentor at Duquesne University for discussion and writing around dissertation topic development in preparation for approval. Students attend the 3-day intensive writing workshop and will defend their topic and committee at the end of the workshop.

Residency 4: Final Dissertation Defense
(Year 3 for 3-yr program and Year 4 for 4-yr program)
Students are required to come to campus for the final public defense of their dissertation.

STUDENTS ADMITTED MAY 2015 AND AFTER

COURSE DESCRIPTIONS

GPNG 901 State of the Science and Discovery - 3 credits
This course socializes beginning PhD students to the role of Nurse Scholar and Scientist. Students will explore the state of the science in a phenomenon of interest and to conceptualize gaps in scientific
knowledge specific to their research topic. Intellectual enrichment activities will be underscored to facilitate: 1) identification and critical evaluation of gaps in existing knowledge in a specific scientific domain; 2) systematic exploration, critique, and synthesis of existing scientific literature; 3) participation in scholarly dialog and constructive evaluation of a scientific body of knowledge. Published theoretical and empirical literature will be examined to facilitate the development of the student’s unique ideas regarding how to fill existing gaps in current knowledge for their specific scientific area.

**GPNG 903 Measurement Issues - 3 credits**

*Prerequisites: GPNG 940 Statistics II and GPNG 923 Methods of Scientific Inquiry I*

This course focuses on the application of measurement theory and psychometric techniques to the development, use, and evaluation of measurement instruments for nursing and health care research. The operationalization of concepts, assessment of reliability and validity, and appropriate and ethical use of measurement instruments is explored.

**GPNG 921 Foundations of Social and Distributive Justice in Health Policy - 3 credits**

Examines contemporary health policy through the lens of social and distributive justice. A major focus will include the identification, formulation, and legitimation of health policy in the United States.

**GPNG 922 Philosophy of Science and Theory - 3 credits**

This course focuses on both the history of philosophy of science and the philosophical and theoretical issues involved in the discovery and verification of theory. Selected writings of Popper and Kuhn are discussed in relationship to how they guided nursing research development. Readings from the nursing literature will focus specifically on how the philosophers impacted nursing knowledge and research. Patterns of “knowing” are explored. The process of questioning what one knows and from whom or from where one has gained the knowledge will be explored. Using the method delineated by Walker and Avant, the various methods of theory development are analyzed. The contextual relevance of theory to practice is discussed. The course begins the process of looking at various theories as they relate to advance practice.

**GPNG 923 Methods of Scientific Inquiry I - 4 credits**

*Pre-requisite: GPNG 927 Structure of Nursing Knowledge*

This course focuses on the analysis of research methodologies that guide the collection and analysis of quantitative data. The focus will be on the articulation of research questions with appropriate research methodologies. A critical analysis of quantitative research designs and methods and scientific inquiry from the perspective of the positivistic paradigm will be explored. Focus is placed on descriptive, correlational, experimental and quasi-experimental designs as applied to nursing problems. The historical and philosophical foundations of mixed methods will be studied, and the principles for designing a mixed methods study will be introduced.

**GPNG 924 Methods of Scientific Inquiry II - 4 credits**

*Pre-requisites: GPNG 923 Methods of Scientific Inquiry I and GPNG 927 Structure of Nursing Knowledge*

This course focuses on the analysis of research methodologies that guide the collection and interpretation of qualitative data. Included are naturalistic, conceptual, interpretive and analytical research methods. In addition, detailed descriptions of the practical aspects of how mixing of methods can be rigorously achieved will be addressed. The six major mixed methods designs will be explored.

**GPNG 925 Grant Writing - 3 credits**

This course explores the current state of the art of nursing research and the major research and funding trends in nursing and health care. Emphasis is placed on preparing a fundable grant application for dissertation study. A variety of pre-doctoral funding sources are explored. NIH-NINR mechanisms are...
addressed. Emphasis is also placed on developing a fundable program of research and understanding ethical issues related to research. The importance of multidisciplinary research to build science will be discussed.

**GPNG 927 Structure of Nursing Knowledge - 3 credits**
This course builds on the theory development course. In this course greater emphasis is placed on epistemology, the study of how knowledge is acquired. Further, the course examines how knowledge builds. Students are led through this process by looking at the work of Michael Polyani and, to a lesser extent, Benner’s Novice to Expert. Since theorizing is an ethical endeavor and choices made may have ethical consequences in practice, this theme permeates the course. The testing of theory, refinement and modification of theory, and the use of theory in practice are brought together to explore and project the future direction of theory-based practice for advanced practice nurses and other health care professionals.

**GPNG 930 Applied Quantitative Methods - 3 credits**
*Prerequisites:* GPNG 940 Statistics II and GPNG 923 Methods of Scientific Inquiry I
This course extends the students’ theoretical understanding of quantitative designs related to research in health care and provides the opportunity for applied practice in quantitative methods. Topics to be covered include (but are not necessarily limited to) review of foundation statistical knowledge (as covered in prerequisite coursework), analysis of variance, repeated measures ANOVA, and regression analysis. Data management will also be examined. Students will gain competence in using common statistical tests and SPSS (statistical software package) to be able to conduct and report quantitative research from an applied perspective.

**GPNG 931 Applied Qualitative Practicum - 3 credits**
*Prerequisite:* GPNG 924 Methods of Scientific Inquiry II
The focus of this course is to promote a broader understanding of the student’s phenomena of interest through the process of qualitative inquiry, immersion and Field Work. Students are expected to choose a particular area of clinical research interest and keep field notes, observations and insights. Students will then analyze their field notes using a chosen process of analysis with a data manager. In moving from stranger to friend the perspective researcher should be aware of emerging research questions in relation to the domain of inquiry, regardless of the chosen methodology. The student will arrive at research questions grounded in the clinical area or area of inquiry with support from the literature and the prospect of moving to the next phase of inquiry. Students will have ample opportunity to work with data and use a data manager to assist with data analysis.

**GPNG 940 Statistics II - 3 credits**
*Prerequisite:* Statistics I graduate course. It can be transferred in from an accredited Institution.
This course focuses on the general linear model in Fisherian statistics. There are two core areas: analysis of variance and multiple regression. Specific topics within the core areas include: one-way ANOVA, factorial ANOVA, post-hoc analysis, evaluation of model assumptions, repeated measures analysis, analysis of covariance, and bivariate and multiple regression procedures, along with Bayes and survival curve basics. graduate course. It can be transferred in from an accredited Institution.

**Cognates - 6 credits** (Fall/Spring/Summer)
This series of courses, which may be taken either in nursing or related disciplines, support the dissertation.

**GPNG 915 Dissertation - 15 credits** (Fall/Spring/Summer)
Duquesne University uses an Electronic Theses and Dissertations submission process. For more information, visit the ETD homepage.
STUDENTS ADMITTED PRIOR TO MAY 2015

COURSE DESCRIPTIONS

GPNG 900 Theory Development - 3 credits
Prerequisite: GPNG 920 History and Philosophy of Science
This course focuses on philosophical and theoretical issues involved in the discovery and verification of theory in various disciplines. Students are asked to examine various patterns of knowing and to investigate the implications of the words “I know”. Levels of certainty gained through various processes and various theories of truth are explored. The process of questioning what one knows and from whom or from where one has gained the knowledge will be explored. This includes the idea of questioning authority and the dangers in blind obedience. Using the method delineated by Walker and Avant, the various methods of theory development are analyzed. Differences in theories developed from abductive, inductive, and deductive methods are compared. The contextual relevance of theory to practice is discussed. Students get the opportunity to do a comprehensive critique of a theory and, in this way, to integrate the various content discussed in the course. The course begins the process of looking at various theories as they relate to advance practice. This will be further developed in the next course.

GPNG 902 Quantitative Methods - 3 credits
Prerequisite: GPNG 927 Structure of Nursing Knowledge
A critical analysis of quantitative research designs and methods and scientific inquiry from the viewpoint of the positivistic paradigm. Focus is placed on descriptive, correlational, experimental and quasi-experimental designs as applied to nursing problems. Emphasis will be placed on multi-dimensional methods designed to explore complex health care and nursing problems.

GPNG 903 Measurement Issues - 3 credits
Prerequisites: GPNG 902 Qualitative Methods and GPNG 904 Quantitative Methods
This course focuses on the application of measurement theory and psychometric techniques to the development, use, and evaluation of measurement instruments for nursing and health care research. The operationalization of concepts, assessment of reliability and validity, and appropriate and ethical use of measurement instruments is explored.

GPNG 904 Qualitative Methods - 3 credits
Prerequisite: GPNG 927 Structure of Nursing Knowledge
This course focuses on the analysis of research traditions that guide the collection and analysis of qualitative data in the development of nursing science. Included are naturalistic, conceptual, interpretive and analytical research methods such as phenomenology, grounded theory, case study, ethnography, hermeneutics and historical approaches. The course is designed to provide half the menu of research methods available to nurse researchers. As such, it complements the Quantitative Methods course and can be taken before, after, or concurrently with Quantitative Methods.

GPNG 906 Introduction to the Nurse Scientist Role - 1 credit
Introduction to expectations for the nurse scientist role and to approaches which foster strong scholarly work. This course will include an on-site intense week coupled with an online seminar.

GPNG 910 Health Policy - 3 credits
This course will explore contemporary issues in health care financing and delivery, including the assessment of major public programs and their relationship to access and cost, demand for health care services, fee for services, and prepaid systems. The political issues underpinning public policy and decisions related to specific health services issues, as well as consequences of historical decisions are
examined. The societal and organizational context of the delivery of nursing services across various settings are explored through cases and current trends.

**GPNG 920 History and Philosophy of Science - 3 credits**
The course will examine the scientific philosophies of several philosophers, including Karl Popper and Thomas Kuhn, with emphasis on the former’s notion of the “falsifiability criterion of demarcation” and the latter’s concepts of "paradigm" and "paradigm shift." This examination will occur against the background of the history and philosophy of science provided by F. S. C. Northrop. The impact of these philosophers on practice of nursing is also explored through the writings of nurse theorists and scholars.

**GPNG 927 Structure of Nursing Knowledge - 3 credits**
This course builds on the theory development course. In this course greater emphasis is placed on epistemology, the study of how knowledge is acquired. Further, the course examines how knowledge builds. Students are led through this process by looking at the work of Michael Polanyi and, to a lesser extent, Benner's Novice to Expert. Since theorizing is an ethical endeavor and choices made may have ethical consequences in practice, this theme permeates the course. The testing of theory, refinement and modification of theory, and the use of theory in practice are brought together to explore and project the future direction of theory-based practice for advanced practice nurses and other health care professionals.

**GPNG 928 Social Justice and Vulnerable Populations - 3 credits**
Vulnerability is examined through the lens of social justice theory, Catholic social justice teachings, and culture. Responses to vulnerability are framed by: characteristics and determinants of vulnerability, direct and indirect actions to limit or reduce vulnerability, and structural and policy level interventions to address the variables that perpetuate vulnerability within persons, across generations and throughout the world.

**GPNG 929 Research Emphasis - 3 credits**
This course explores the current state of the art of nursing research and the major research trends in nursing and health care. Emphasis is placed on developing a program of study and research, identifying pre-doctoral funding sources, and understanding ethical issues related to research. Emphasis will also be placed on preparing a fundable grant application including the budget. The importance of multidisciplinary research to build science will be discussed.

**GPNG 930 Applied Quantitative Methods - 3 credits**
This course extends the students' theoretical understanding of quantitative designs related to research in health care and provides the opportunity for applied practice in quantitative methods. Topics to be covered include (but are not necessarily limited to) review of foundation statistical knowledge (as covered in prerequisite coursework), analysis of variance, repeated measures ANOVA, and regression analysis. Data management will also be examined. Students will gain competence in using common statistical tests and SPSS (statistical software package) to be able to conduct and report quantitative research from an applied perspective.

**GPNG 931 Applied Qualitative Practicum - 3 credits**
The focus of this course is to promote a broader understanding of the student’s phenomena of interest through the process of qualitative inquiry, immersion and Field Work. Students are expected to choose a particular area of clinical research interest and keep field notes, observations and insights. Students will then analyze their field notes using a chosen process of analysis with a data manager. In moving from stranger to friend the perspective researcher should be aware of emerging research questions in relation to the domain of inquiry, regardless of the chosen methodology. The student will arrive at research questions grounded in the clinical area or area of inquiry with support from the literature and the prospect of moving to the next phase of inquiry. Students will have ample opportunity to work with
THE PHD PROGRAM

data and use a data manager to assist with data analysis.

*Students in the TCN Post-Master’s program must be involved with phenomena related to culture.

**Cognates - 12 credits** (Fall/Spring/Summer)
This series of courses, which may be taken either in nursing or related disciplines, support the dissertation.

**GPNG 915 Dissertation - 15 credits** (Fall/Spring/Summer)
Duquesne University uses an Electronic Theses and Dissertations submission process. For more information, visit the ETD homepage.

**PHD ADMISSION OPTION: DNP TO PHD**
This PhD option permits nurses with a DNP degree to gain valuable skills that will enable them to function as independent researchers. The admission option and program can be completed in 2.5 years and includes 38 credits. Students with this admission option take 29 course credits and 9 dissertation credits. There are four residency requirements for this admission option.

**RESIDENCY REQUIREMENTS**

**Residency 1: Doctoral Week** (May of year 1)
Every student admitted to the PhD program is required to come to campus for the first residency, usually held during the first week of the summer semester. This week includes an orientation to the PhD program and provides an opportunity for students to meet faculty and participate in live classes for the courses in which they are enrolled that summer.

**Residency 2: Topic Approval and Writing Intensive** (May of year 2)
This residency is scheduled during doctoral week of the second year of the program. Students attend the 3-day intensive writing workshop.

**Residency 3: Study Abroad** (Summer of year 2)
Students enrolled in both GPNG 923 Methods of Scientific Inquiry II and GPNG 903 Measurement Issues, take part of the course as a study abroad experience (10-14 days) in locations such as Dublin, Ireland where students have housing at the Duquesne University Ireland campus.

**Residency 4: Dissertation Final Defense**
Students are required to come to campus for the final public defense of their dissertation.

**COURSE DESCRIPTIONS**

**GPNG 901 State of the Science and Discovery - 3 credits**
This course socializes beginning PhD students to the role of Nurse Scholar and Scientist. Students will explore the state of the science in a phenomenon of interest and to conceptualize gaps in scientific knowledge specific to their research topic. Intellectual enrichment activities will be underscored to facilitate: 1) identification and critical evaluation of gaps in existing knowledge in a specific scientific domain; 2) systematic exploration, critique, and synthesis of existing scientific literature; 3) participation in scholarly dialog and constructive evaluation of a scientific body of knowledge. Published theoretical and empirical literature will be examined to facilitate the development of the student's unique ideas regarding how to fill existing gaps in current knowledge for their specific scientific area.

**GPNG 903 Measurement Issues - 3 credits**
*Prerequisites:* GPNG 940 Statistics II; GPNG 923 Methods of Scientific Inquiry I
This course focuses on the application of measurement theory and psychometric techniques to the devel-
development, use, and evaluation of measurement instruments for nursing and health care research. The operationalization of concepts, assessment of reliability and validity, and appropriate and ethical use of measurement instruments is explored.

GPNG 921 Foundations of Social and Distributive Justice in Health Policy - 3 credits
Examines contemporary health policy through the lens of social and distributive justice. A major focus will include the identification, formulation, and legitimation of health policy in the United States.

GPNG 922 Philosophy of Science and Theory - 3 credits
This course focuses on both the history of philosophy of science and the philosophical and theoretical issues involved in the discovery and verification of theory. Selected writings of Popper and Kuhn are discussed in relationship to how they guided nursing research development. Readings from the nursing literature will focus specifically on how the philosophers impacted nursing knowledge and research. Patterns of “knowing” are explored. The process of questioning what one knows and from whom or from where one has gained the knowledge will be explored. Using the method delineated by Walker and Avant, the various methods of theory development are analyzed. The contextual relevance of theory to practice is discussed. The course begins the process of looking at various theories as they relate to advance practice.

GPNG 923 Methods of Scientific Inquiry I - 3 credits
Prerequisite: GPNG 927 Structure of Nursing Knowledge
This course focuses on the analysis of research methodologies that guide the collection and analysis of quantitative data. The focus will be on the articulation of research questions with appropriate research methodologies. A critical analysis of quantitative research designs and methods and scientific inquiry from the perspective of the positivistic paradigm will be explored. Focus is placed on descriptive, correlational, experimental and quasi-experimental designs as applied to nursing problems. The historical and philosophical foundations of mixed methods will be studied, and the principles for designing a mixed methods study will be introduced.

GPNG 924 Methods of Scientific Inquiry II - 3 credits
Prerequisites: GPNG 923 Methods of Scientific Inquiry I and GPNG 927 Structure of Nursing Knowledge
This course focuses on the analysis of research methodologies that guide the collection and interpretation of qualitative data. Included are naturalistic, conceptual, interpretive and analytical research methods. In addition, detailed descriptions of the practical aspects of how mixing of methods can be rigorously achieved will be addressed. The six major mixed methods designs will be explored.

GPNG 925 Grant Writing - 3 credits DNP to PhD students crosslist with dissertation credits
This course explores the current state of the art of nursing research and the major research and funding trends in nursing and health care. Emphasis is placed on preparing a fundable grant application for dissertation study. A variety of pre-doctoral funding sources are explored. NIH-NINR mechanisms are addressed. Emphasis is also placed on developing a fundable program of research and understanding ethical issues related to research. The importance of multidisciplinary research to build science will be discussed.

GPNG 930 Applied Quantitative Methods - 3 credits
Prerequisite: GPNG 940 Statistics II; GPNG 923 Methods of Scientific Inquiry I
This course extends the students’ theoretical understanding of quantitative designs related to research in health care and provides the opportunity for applied practice in quantitative methods. Topics to be covered include (but are not necessarily limited to) review of foundation statistical knowledge
THE PHD PROGRAM

(as covered in prerequisite coursework), analysis of variance, repeated measures ANOVA, and regression analysis. Data management will also be examined. Students will gain competence in using common statistical tests and SPSS (statistical software package) to be able to conduct and report quantitative research from an applied perspective.

GPNG 931 Applied Qualitative Practicum - 3 credits
Prerequisite: GPNG 924 Methods of Scientific Inquiry II
The focus of this course is to promote a broader understanding of the student’s phenomena of interest through the process of qualitative inquiry, immersion and Field Work. Students are expected to choose a particular area of clinical research interest and keep field notes, observations and insights. Students will then analyze their field notes using a chosen process of analysis with a data manager. In moving from stranger to friend the perspective researcher should be aware of emerging research questions in relation to the domain of inquiry, regardless of the chosen methodology. The student will arrive at research questions grounded in the clinical area or area of inquiry with support from the literature and the prospect of moving to the next phase of inquiry. Students will have ample opportunity to work with data and use a data manager to assist with data analysis.

GPNG 940 Statistics II - 3 credits
Prerequisite: Statistics I graduate course. It can be transferred in from an accredited Institution.
This course focuses on the general linear model in Fisherian statistics. There are two core areas: analysis of variance and multiple regression. Specific topics within the core areas include: one-way ANOVA, factorial ANOVA, post-hoc analysis, evaluation of model assumptions, repeated measures analysis, analysis of covariance, and bivariate and multiple regression procedures, along with Bayes and survival curve basics. graduate course. It can be transferred in from an accredited Institution.

GPNG 915 Dissertation - 9 credits (Fall/Spring/Summer)
Duquesne University uses an Electronic Theses and Dissertations submission process. For more information, visit the ETD homepage.

PHD IN NURSING ETHICS

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

This program consist of a total of 47 credits )26 credits form the School of Nursing, 12 credits from Health Care Ethics, 3 credits of cognates and 6 dissertation credits).

There are three residency requirement for this program:

RESIDENCY REQUIREMENTS

Residency 1: Doctoral Week (Summer of year 1)
Every student admitted to the PhD program is required to come to campus for the first residency, usually held during the third week of May. This week includes an orientation to the PhD program and provides an opportunity for students to meet faculty and participate in live classes for the courses in which they are enrolled that summer.

Residency 2: Study Abroad (Summer of year 2)
Students enrolled in GPNG 924 Methods of Scientific Inquiry II will take part of the course as a study
abroad experience (approx. 10-14 days) in locations such as Dublin, Ireland where students will have housing at the Duquesne University Ireland campus.

Residency 3: Dissertation Final Defense (Year 4)
Students are required to come to campus for the final public defense of their dissertation.

COURSE DESCRIPTIONS

Nursing Courses:

GPNG 901 State of the Science and Discovery - 3 credits
This course socializes beginning PhD students to the role of Nurse Scholar and Scientist. Students will explore the state of the science in a phenomenon of interest and to conceptualize gaps in scientific knowledge specific to their research topic. Intellectual enrichment activities will be underscored to facilitate: 1) identification and critical evaluation of gaps in existing knowledge in a specific scientific domain; 2) systematic exploration, critique, and synthesis of existing scientific literature; 3) participation in scholarly dialog and constructive evaluation of a scientific body of knowledge. Published theoretical and empirical literature will be examined to facilitate the development of the student's unique ideas regarding how to fill existing gaps in current knowledge for their specific scientific area.

GPNG 903 Measurement Issues - 3 credits
Prerequisites: GPNG 940 Statistics II; GPNG 923 Methods of Scientific Inquiry I
This course focuses on the application of measurement theory and psychometric techniques to the development, use, and evaluation of measurement instruments for nursing and health care research. The operationalization of concepts, assessment of reliability and validity, and appropriate and ethical use of measurement instruments is explored.

GPNG 921 Foundations of Social and Distributive Justice in Health Policy - 3 credits
Examines contemporary health policy through the lens of social and distributive justice. A major focus will include the identification, formulation, and legitimation of health policy in the United States.

GPNG 923 Methods of Scientific Inquiry I - 4 credits
Prerequisite: GPNG 927 Structure of Nursing Knowledge
This course focuses on the analysis of research methodologies that guide the collection and analysis of quantitative data. The focus will be on the articulation of research questions with appropriate research methodologies. A critical analysis of quantitative research designs and methods and scientific inquiry from the perspective of the positivistic paradigm will be explored. Focus is placed on descriptive, correlational, experimental and quasi-experimental designs as applied to nursing problems. The historical and philosophical foundations of mixed methods will be studied, and the principles for designing a mixed methods study will be introduced.

GPNG 924 Methods of Scientific Inquiry II - 4 credits
Prerequisites: GPNG 923 Methods of Scientific Inquiry I and GPNG 927 Structure of Nursing Knowledge
This course focuses on the analysis of research methodologies that guide the collection and interpretation of qualitative data. Included are naturalistic, conceptual, interpretive and analytical research methods. In addition, detailed descriptions of the practical aspects of how mixing of methods can be rigorously achieved will be addressed. The six major mixed methods designs will be explored.

GPNG 927 Structure of Nursing Knowledge - 3 credits
This course builds on the theory development course. In this course greater emphasis is placed on episte-
mology, the study of how knowledge is acquired. Further, the course examines how knowledge builds. Students are led through this process by looking at the work of Michael Polanyi and, to a lesser extent, Benner’s Novice to Expert. Since theorizing is an ethical endeavor and choices made may have ethical consequences in practice, this theme permeates the course. The testing of theory, refinement and modification of theory, and the use of theory in practice are brought together to explore and project the future direction of theory-based practice for advanced practice nurses and other health care professionals.

GPNG 930 Applied Quantitative Methods - 3 credits
*Prerequisite:* GPNG 940 Statistics II; GPNG 923 Methods of Scientific Inquiry I
This course extends the students’ theoretical understanding of quantitative designs related to research in health care and provides the opportunity for applied practice in quantitative methods. Topics to be covered include (but are not necessarily limited to) review of foundation statistical knowledge (as covered in prerequisite coursework), analysis of variance, repeated measures ANOVA, and regression analysis. Data management will also be examined. Students will gain competence in using common statistical tests and SPSS (statistical software package) to be able to conduct and report quantitative research from an applied perspective.

GPNG 931 Applied Qualitative Practicum - 3 credits
*Prerequisite:* GPNG 924 Methods of Scientific Inquiry II
The focus of this course is to promote a broader understanding of the student’s phenomena of interest through the process of qualitative inquiry, immersion and Field Work. Students are expected to choose a particular area of clinical research interest and keep field notes, observations and insights. Students will then analyze their field notes using a chosen process of analysis with a data manager. In moving from stranger to friend the perspective researcher should be aware of emerging research questions in relation to the domain of inquiry, regardless of the chosen methodology. The student will arrive at research questions grounded in the clinical area or area of inquiry with support from the literature and the prospect of moving to the next phase of inquiry. Students will have ample opportunity to work with data and use a data manager to assist with data analysis.

**Cognates - 3 credits** (Fall/Spring/Summer)
This series of courses, which may be taken either in nursing or related disciplines, support the dissertation.

GPNG 915 Dissertation 6 credits (Fall/Spring/Summer)
Duquesne University uses an Electronic Theses and Dissertations submission process. For more information, visit the ETD homepage.

**Health Care Ethics Courses:**

HCE 643 Ethics of Care - 3 credits
This course follows a seminar format which after an introductory session devotes most of class time to presentations by students, group discussion and development of the research essay. Through their own research and the critical input of other students the students become aware of the importance of Ethics of Care to bioethics; they become familiar with the complementarity of Personalism and Ethics of Care; and they learn to apply a Care Ethics approach to bioethical issues.

HCE 648 Clinical Ethics - 3 credits
This course follows a seminar format in which the students will be specifically trained in case analysis, scientific presentation and reporting in the field of clinical ethics. The course consists of three parts. In
the first part, we undertake a general exploration of the aims of clinical ethics and the place of clinical ethics consultations therein. In the second part, we look at approaches to ethical analysis in case consultation. The students gain insight into the merits of these approaches and learn to apply them to clinical cases. In the third part, we focus on an issue that is central in clinical ethics: decision making. We study the standard of informed consent, and decision making for mentally incapacitated patients and patients who are unable to communicate.

**HCE 658 Intensive Research in Healthcare Ethics - 3 credits**
The course offers an opportunity for students to investigate intensive research topics in healthcare ethics related to their anticipated DHCE Project or PhD Dissertation. The course will guide students from their broad interest in general doctoral topics to the development of a focused research thesis, investigating relevant arguments and literature to support the main components of their subsequent doctoral writing.

**HCE 659 Methods in Health Care Ethics - 3 credits**
This course provides a foundational introduction to HCE and to other doctoral degree courses in the healthcare ethics curriculum. The course presents an analysis of dominant methods in healthcare ethics from historical, systematic, and religious perspectives. Practical issues are engaged to illustrate methodological issues.
PhD Program Policies
ADVANCED STANDING FOR PHD PROGRAM

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

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

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

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

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

a. Complete a Request for Advanced Standing form as part of the PhD Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).

b. Identify the course for which Advanced Standing is being sought.

c. Attach a detailed course description/outline along with a copy of the transcript, which includes the grade received for the requested transfer credits.

d. Submit these materials to the Nurse Recruiter with the application. The request will be forwarded to the course instructor for evaluation.

e. Approval/disapproval of accepted Advanced Standing credits will be included in the admission letter to the applicant.

f. Approved advanced standing credits will be forwarded to the Graduate Advisor for inclusion in the student file and processing with the Registrar.

PERIOD OF CANDIDACY FOR THE DOCTOR OF PHILOSOPHY

A student is required to satisfy the Doctor of Philosophy in Nursing (PhD) degree requirements within eight (8) calendar years from the semester in which the student completes the first course for the degree. A student is required to complete all PhD Program course work, including core courses, electives, cognates, and practica, within five (5) calendar years from the semester in which the student completes the first course for the degree. Under unusual circumstances, the student may apply for an extension of the statute of limitations. Extensions of up to two (2) years (maximum total program – 10 years) may be granted under these circumstances. A student is required to be continuously registered for credit each semester from admission through graduation.

1. Application for extension must:

   a. State the reason for the delay;

   b. Provide evidence of continuing progress toward completion of the degree; and

   c. Include a plan and a proposed date for completion of the degree.

2. This document must be submitted to the dissertation committee Chair who writes a letter supporting the student’s request. These materials are then submitted to the Academic Standing Committee for decision. The student will be notified in writing regarding the decision.
MAJOR STEPS IN PROGRESSION THROUGH THE PHD PROGRAM

The Qualifying Examination

The purpose of this written examination is to determine a student’s ability to think conceptually, to write competently and to synthesize knowledge from nine credits of required core courses (GPNG 901 State of Science and Discovery, GPNG 922 Philosophy of Science and Theory, and GPNG 927 Structure of Nursing Knowledge). Following completion of these nine credits of required core courses, students who are eligible will take the qualifying examination. The preliminary examination is a scholarly product and students are expected to adhere to the same standards of academic integrity, appropriate use of citations and references, and use of a reference management software program (Endnote or other reference package).

The examination will be offered once a year, in the late fall and is graded pass/fail. A student who passes the examination proceeds with their program of study. A student who fails the examination must register with their faculty advisor for 1 to 3 credits of Directed Study or course work that addresses the weaknesses identified by the qualifying examination committee and may take only 3 additional credits total until the exam is retaken. Following completion of the remediation plan, students will be allowed to retake the exam once, at a time determined by the student’s faculty advisor, the PhD committee, and Office of Student Affairs. The examination may be repeated only once: if the student is not successful in his or her second attempt, he or she will be dismissed from the PhD program.

1. The PhD committee establishes the date for the examination and the Graduate Programs Administrative Assistant notifies students who are eligible to take the examination. The examination is held once a year, at the end of the fall, prior to the beginning of the spring semester.

2. The PhD Committee establishes a qualifying examination task force composed of members of the PhD Program faculty. This task force is composed of graders (as many as needed, as dictated by the number of students taking the exam) and an exam coordinator. The coordinator is responsible for assembling exam materials, writing communications to students regarding the exam, and coordinating the efforts of the graders. The coordinator (through the Graduate Programs Administrative Assistant) will email all students scheduled for taking the exam at least one month in advance of the exam, detailing the procedure and the grading guidelines. The coordinator also sends these materials to the graders.

3. The Graduate Programs Administrative Assistant distributes the exam electronically at the established time to all of the students. Students will then have 24 hours to complete the exam and return it via electronic mail to the Graduate Programs Administrative Assistant. The Graduate Programs Administrative Assistant assigns codes to the completed examinations and removes all identifying information from the electronic file and sends the files to the coordinator. The coordinator assigns at least two graders for each exam. Graders are asked to provide a score (based on the selected rubric) and comments on the exam. Any exam receiving a below-passing score must include comments from the grader on why the student was not successful. Rationale for scoring must be evident in the comments provided.

4. Scored exams are returned to the coordinator who compiles all exam scores. If a student receives one failing grade and one passing grade, the coordinator will read and score the exam. Students who receive two failing scores fails the exam. Scores will be forwarded to the Graduate Programs Administrative Assistant and PhD Program Chair. The Graduate Program Administrative Assistant and exam coordinator notify students in writing of the results of the examination.

5. If a student is not successful in passing the examination, the assigned qualifying examination task force and the student’s faculty advisor will recommend a remediation plan to address the identified...
weaknesses. The plan will include a 1-3 credit independent study course, to be taken with the advisor. A student who has failed the exam may take only 3 additional credits until the exam is retaken.

6. The second administration of the exam will be scheduled at the end of the spring semester and will be handled using this same procedure. The date of the exam will be set by the ad hoc committee and coordinator, to allow time for grading before the beginning of the spring semester. Students receiving a failing grade from at least two readers on the retake exam will be notified in writing. They will be dismissed from the PhD program.

7. Once the exam is retaken and passed, the student will consult with their faculty mentor and the Graduate Academic Advisor regarding their program of study.

Students who fail the qualifying exam have access to the same appeal system as students failing courses at the University. See the Graduate Student Handbook for additional details.

**DISSERTATION TOPIC AND COMMITTEE APPROVAL (FORM #1)**

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

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

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

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

When the proposed committee is assembled the student should prepare a 750 words or less abstract/summary for the PhD Review Committee using the following headings and includes:

1. A brief abstract/summary including:
   - Brief background and significance of the problem, including the gap in knowledge the research will fill
   - The purpose of the study
   - Theoretical framework if identified
   - The proposed research question (s)
The design
Significance to nursing

2. A rationale for the selection of each committee member (approximately one paragraph)
3. CV of external member(s).

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

Dissertation Topic and Committee approval (Form #1)
**PHD PROGRAM POLICIES**

**DISSENYATION TOPIC AND COMMITTEE APPROVAL**

Instructions: Attach a one-page description of your dissertation topic with a statement of significance and rationale for each committee member. Obtain signatures of the proposed committee members. Submit the completed form to the Dissertation Chair.

**STUDENT:**

**DATE OF ADMISSION:**

**INITIAL ADVISOR:**

---

**DISSENYATION COMMITTEE:**

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<td>Dissertation Chair:</td>
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Committee approved by PhD faculty

Rick Zoucha, PhD, PMHHCNS-BC, CTN-A, FAAN  
Chair, Advanced Role and PhD Programs  

Date
APPROVAL OF PROGRAM OF STUDIES (FORM #2)

The dissertation committee approves the student’s program of studies, including cognates necessary to support the student’s dissertation research. This approval must be obtained before the student registers for the next set of dissertation credits.

The dissertation committee Chair may grant preliminary approval for cognate courses before the composition of the committee has been approved.

When the Dissertation Committee is formed, the committee reviews the program plan to determine appropriate cognates.

The student follows the approval of Program of Studies Form #2 as outlined below.

Approval of the Program of Studies (Form #2)

1. Student’s Dissertation Topic and Committee proposal is approved and the student receives his/her official letter from the PhD Program Chair

2. Student must schedule a Program of Studies review meeting with his/her committee and forward a completed Form#2 to the committee.

3. Once approved, all committee signatures are collected, the student submits the form to the Graduate Programs Administrative Assistant

4. The Graduate Programs Administrative Assistant has the PhD Program Chair sign the form and sends the student an electronic copy for his/her records

5. An official letter of milestone completion is sent from the Advanced PhD Program Chair
**PHD PROGRAM POLICIES**

**DUQUESNE UNIVERSITY**

**PHD PROGRAM**

**SCHOOL OF NURSING**

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**APPROVAL OF PROGRAM OF STUDY**

Instructions: Complete the Program of Studies form on page 2. Obtain signatures of the Dissertation Committee members on page 1. Submit the completed form to the Dissertation Chair.

**STUDENT:**

**DATE OF ADMISSION:**

**INITIAL ADVISOR:**

---

**DISSERTATION COMMITTEE:**

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Program of studies approved by Dissertation Committee

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Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN
Chair, Advanced Role and PhD Programs

Date
### Approval of Program of Study

**Student Name:**

**Include courses both completed and proposed:**

<table>
<thead>
<tr>
<th>Course/Credits</th>
<th>#</th>
<th>Semester Completed/Proposed</th>
<th>Grade</th>
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<tbody>
<tr>
<td>State of Science and Discovery/3 – SU</td>
<td>901</td>
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<tr>
<td>Philosophy of Science and Theory/3 – FA</td>
<td>922</td>
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<td>Structure of Nursing Knowledge/3 – FA</td>
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<td><strong>Qualifying Examination</strong></td>
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<td>Methods of Scientific Inquiry I/4 – SP</td>
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<td>Statistics II/3 - SP</td>
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<tr>
<td>Methods of Scientific Inquiry II/4 - SU</td>
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<tr>
<td>Measurement Issues/3 – SU</td>
<td>903</td>
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<tr>
<td>Applied Quantitative Practicum/3 - FA</td>
<td>930</td>
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<tr>
<td>Applied Quantitative Practicum/3 - FA</td>
<td>931</td>
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<tr>
<td>Grant Writing/3 - SP</td>
<td>925</td>
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<tr>
<td>Foundations of Social and Distributive Justice in Health Policy/3 - SU</td>
<td>921</td>
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<td>Cognates/6 (List Each Cognate)</td>
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Updated: 7/1/2015
The student presents and defends the dissertation proposal to the dissertation committee only after each member has provided feedback and changes have been made by the student. The Chair of the committee makes the final decision as to whether the proposal is ready for the defense. It is expected that the student will prepare the proposal with the first six (6) credits of dissertation credit. If the proposal defense is successful, the student is admitted to candidacy for the PhD degree.

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

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

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

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

The Dissertation Defense Proposal (Form #3)

Student completes:
- Topic and Committee approval
- Program of Studies approval
- Minimum of 3 dissertation credits completed
- Chapters 1, 2, and 3 completed (or see Manuscript Option)

The student and committee decide on the date and the logistics of the proposal defense.

Once the student passes proposal defense (as determined by the committee) the student completes PhD Form #3, collects all committee signatures and submits the form to the Graduate Programs Administrative Assistant.

The Graduate Programs Administrative Assistant has the PhD Program Chair sign the form and sends the student an electronic copy for his/her records.

An official letter of milestone completion is sent from the PhD Program Chair.

Student continues to work with his/her chair to obtain Institutional Review Board (IRB) approval.

Once IRB approval is obtained, the student can begin collecting data.
THE DISSERTATION DEFENSE PROPOSAL APPROVAL

STUDENT:

DATE OF ADMISSION:

The proposal defense meeting was held on:

______________________________

DISSERTATION COMMITTEE:

Type name below

Signature

Date

Dissertation Chair:

______________________________

Internal Member:

______________________________

External Member:

______________________________

Ad hoc, if applicable

______________________________

Ad hoc, if applicable

______________________________

Approved by

Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN
Chair, Advanced Role and PhD Programs

______________________________

Date
**FINAL DISSERTATION DEFENSE (FORM #4)**

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

You should plan a presentation of no more than 15-20 minutes. Following your presentation, your committee members and others in attendance will ask questions; your answers to those questions constitute your defense of the decisions you made, the methods you used, and your interpretations of the data. This is a scholarly exchange and should not be perceived as criticism, but you are expected to be able to answer questions about your research and to defend your work.

Your dissertation committee members sign the Approval of Final Defense of Dissertation form #4 at the time of the final defense or after any required changes have been made, at their discretion. The student will follow the PhD Final Dissertation Defense Process.

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

**PhD Final Dissertation Defense Process (Form #4)**

1. **Student schedules his/her final dissertation defense following the PhD Defense Instructions outlined in the PhD Student Handbook or available from the Graduate Programs Administrative Assistant.**
2. **Student defends dissertation**
3. **Student's Final Defense is approved**
   - **Student completes PhD Form #4, collects all committee signatures and submits it to the Graduate Programs Administrative Assistant**
   - **The Graduate Program Administrative Assistant has the PhD Program Chair sign the form and sends the student an electronic copy for his/her records**
   - **Student follows instructions for Commencement activities and Electronic Thesis & Dissertation (ETD) to complete graduation process.**
   - **Once the ETD is processed, the student will receive a confirmation email from the University ETD Coordinator**
4. **Student's Final Defense is not approved**
   - **Student works with the committee to make revisions and reschedule defense as appropriate.**
   - **Student starts PhD Form #4 process from the beginning**
APPROVAL OF FINAL DEFENSE OF DISSERTATION

STUDENT:
DATE OF ADMISSION:
DISSERTATION TITLE:

DISSERTATION COMMITTEE:

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Approved by Dissertation Chair and Committee

Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN
Chair, Advanced Role and PhD Programs
REGISTRATION FOR DISSERTATION CREDITS

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

The minimum number of dissertation credits needed to graduate is 15.

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

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

CONTINUOUS REGISTRATION

Continuous registration allows doctoral students to continue dissertation progress following the completion of the minimum 15 credit dissertation requirement. Students on continuous registration will have access to University resources and faculty advisement.

In order to qualify for continuous registration, a doctoral student must have completed all required courses and have earned (or have previously registered for) all minimum required dissertation credits. Following the completion of the required 15 dissertation credits, students will register for continuous registration until completion of the dissertation. Continuous registration is required after 15 credits.

A student can register for Continuous Registration FT (Full-time) or HT (Half-time) up to the point of graduation. Full time status in the School of Nursing is recognized as 6 or more credits in a given semester; half time is recognized as 3-5 credits in a given semester. The full time or half time status is determined in collaboration with the committee Chair.

Students registered for continuous registration may not be registered for anything other than an assistantship through the School of Nursing if awarded. Continuous registration HT can be combined with Assistantship HT for a combined full time status.

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

1. The student must have permission from their Dissertation Committee Chair to register for Continuous Registration. Once approved by the Dissertation Committee Chair, the student must notify the Graduate Advisor in writing and designate that they will be registering for Continuous Registration either FT or HT. The Graduate Advisor will process the registration. The process cannot be completed through Self Service Banner and the process must be completed each semester.
2. Continuous Registration is graded In Progress “IP”/No Pass “N”.

3. Students will develop a learning contract in collaboration with their Dissertation Committee Chair to outline the outcomes of the semester. Grades will be based on the achievement of the established outcomes.

4. If a student successfully achieves the objectives and remains “In Progress”, the grade is reported as “IP” until the dissertation is successfully defended. Upon successful defense of the dissertation, all “IP” grades are converted to Pass “P” grades. Final dissertation is graded on a Pass (P)/No Pass (N) basis.

5. If a student who has completed 15 dissertation credits earns an “N” (No Pass) in Continuous Registration, the student must take an Independent Study with the Dissertation Committee Chair to complete the work. The number of credits is determined by the Dissertation Committee Chair. The student will not be permitted to return to Continuous Registration until the Independent Study is completed and the Dissertation Committee Chair grants permission.

Please, refer to Figure 1 on following page.

INSTITUTIONAL REVIEW BOARD (IRB) APPROVAL

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

For information about protection of the rights of human participants in research studies, go to the Duquesne University web site www.duq.edu/research/human-subject-irb. You will find information from the NIH as well as information about Duquesne’s IRB. The meeting schedule is available directly below the list of Duquesne IRB members. Currently, the IRB meets every month. Any changes to those dates will be posted on the web page.

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

GUIDELINES FOR APPLICATION TO DUQUESNE UNIVERSITY

INSTITUTIONAL REVIEW BOARD (IRB) SUBMISSION

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

- Begin the process early.
- Students begin the IRB application process once they have successfully defended their proposal. Please go to the Duquesne University Research web site for additional information.
- As of Monday January 6, 2014, all faculty and student investigators conducting research on human subjects at Duquesne University are required to submit their IRB applications via Mentor IRB. This IRB software tracking system will enable the IRB to better serve the Duquesne research community. It is completely online and will allow the IRB to manage the review process from investigator submission to continuing reviews or termination of study. Mentor IRB has been tailored to fit the needs of faculty and student researchers at Duquesne University. All new IRB forms as well as the Mentor IRB User Guidelines and link to Mentor IRB can be accessed via the Office of Research website. All faculty and student researchers will need to use the new IRB forms
and review the Mentor IRB User Guidelines prior to submitting a new IRB application or an amendment to a previously approved IRB application. In addition, please note that Mentor IRB will automatically generate an email notifying the faculty researcher or student researcher and advisor one month prior to the date due for annual/continual review or termination of the study upon completion. Please see the Mentor IRB User Guidelines for specific instructions on how to do this.

- The application packet should be submitted to the dissertation chair first. Your dissertation committee Chair is the initial reviewer of your application prior to submission. It is important that you understand the requirements in order to prepare the application properly and to save time.

- Once approved by the dissertation chair, students submit their application packet in the manner listed above. Upon submission to the IRB office at Duquesne, an exempt or expedited application is normally processed within 1 to 2 weeks. Once approved, the researcher receives an IRB letter of approval via Mentor. All pertinent IRB documents, such as consent forms and recruitment fliers, will be stamped with Duquesne University IRB approval. Upon receipt of approval, the researcher may then begin to conduct the research project. It is rare for the IRB office to have any requested changes of the application if the process at the school IRB representative level is completed properly. However, the application will be returned to the student if additional information is needed. If the application is for full board review, the process may take 4 to 6 weeks depending upon the meeting schedule of the full IRB. The full board must convene to discuss and approve or deny the proposal. Full board review scheduled meetings for the school year are listed on Mentor website. It is important that you look at this schedule when planning to submit a full board proposal.

- Once a student receives IRB approval, a yearly report must be sent to the IRB (form is on the IRB website) and a final report is sent to the IRB once the research is completed and the dissertation is defended.

MANUSCRIPT OPTIONS FOR THE DISSERTATION

Manuscript Option #1

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

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

Manuscript option is an alternative to the traditional format, the dissertation can consist of a collection of papers that have a cohesive character allowing report of a single program of research. The following is a list of general guidelines that are by no means comprehensive, but rather provide a broad overview. Ultimately, the exact requirement is determined by the dissertation committee. For more information please view the manuscript option video.

The manuscript format is optional, and the appropriate approach will be made by the student and chair, in consultation with the committee. Prior to making a decision on accepting the use of the manuscript format, the student and dissertation committee need to meet to review the requirements and establish
the approach for writing the specific dissertation.

Each dissertation format will be different. The general guidelines will be to follow the traditional format for chapters 1-3. Then beginning with chapter 4, at least one data based manuscript containing the final results of the dissertation study will be included. Depending upon the specific aims, more than one data-based results manuscript may be appropriate. This should be discussed in detail with the dissertation chair and committee. Other portions of the dissertation document that may lend themselves to the manuscript format include:

a. Literature review (chapter 2)
b. Methodology (chapter 3)
c. Concept analysis and/or theory development (part of chapter 2)
d. Instrument development (part of chapter 3)
e. Results of a pilot study (part of chapter 3)

The format for the final dissertation will follow the same general format as the traditional format. Some chapters will include full manuscripts.

a. **Chapter 1**: Introduction and identification of the problem, including hypotheses and specific aims (each aim addresses one component of the larger study and defines a single smaller study). This chapter should include significance for the project as a whole.
b. **Chapter 2**: Literature review and theoretical framework (this chapter is easily adaptable to the manuscript format and should be encouraged).
c. **Chapter 3**: Methodology describes methods common to all aims and should contain the methods planned. If the student investigator finds it necessary to alter the plans, the methods used are described in the manuscript or publication; the proposed methods described in Chapter 3 remain the same.
d. **Chapters 4, 5, 6, etc.**, may change depending on the number of manuscripts developed. Chapter 4 could be pilot testing of the instruments, Chapter 5 reports the findings, etc. If there are two or three sub studies, these would be reported in manuscript format in two or three chapters.
e. Students may be required to write a final chapter that succinctly integrates the entire document and all the component pieces. This should also address strengths, limitations, and future research.

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

Manuscripts may be written and formatted for a particular journal, but there must be continuity between all of the chapters. References for each manuscript are provided with the manuscript and at the end of the document. Manuscripts will be included in a draft, ready-for-publication form or in the final journal form (for manuscripts that have been published and do not describe the final results of the dissertation study). If a manuscript has already been published, the student is responsible for obtaining a signed waiver from the copyright owner/publisher and includes that as an appendix in the dissertation. At proposal defense, students will need to make clear to the committee if any manuscripts described under #3 are submitted for publication, accepted for publication, or published.

Dissertation Proposal and a Publishable Manuscript* (replaces the traditional Chapters 1-3); publishable manuscript also required for presentation of dissertation results
**A publishable manuscript emanates from the proposal and might include a literature review manuscript or a methods paper, for example. This is decided upon with the Dissertation Chair and Committee. Manuscript must be submitted for publication, but does not have to be published prior to graduation.**

**Manuscript Option #2:**
Dissertation Proposal with 2 Publishable Manuscripts* (replaces the traditional dissertation chapters)

* A publishable manuscript emanates from the proposal and might include a literature review manuscript or a methods paper, for example. This is decided upon with the Dissertation Chair and Committee. At least one publishable manuscript is also required for the dissertation results. Manuscripts must be submitted for publication, but do not have to be published prior to graduation.

**DISSERTATION PROPOSAL**
The student discusses the format of the dissertation with the Dissertation Chair and Committee members and selects the Dissertation Proposal Manuscript Option for presentation of dissertation work, which requires scientific rigor, critical analysis and synthesis of the literature, logical development of arguments, and justification for research methods.

**Content of Dissertation Proposal**
The dissertation proposal addresses the following areas: a) specific aims, b) background and significance, c) preliminary studies (if applicable), d) research design and methods (items a through d discussed below) may not exceed 24 double-spaced pages, including all tables and figures. The contents of the dissertation proposal are described as follows:

A. **Specific Aims (~ 2 pages)**
   I. Introduces the reader to the problem of interest and sets the context for the proposed study.
   II. Long-term objectives of the student's program of research are stated.
   III. Specific aims of the dissertation as well as hypotheses or research questions are stated.

B. **Significance (~ 6 pages)**
   I. Provides a critical evaluation and synthesis of the literature.
   II. Gaps in knowledge that the dissertation will address are clearly and concisely articulated.
   III. Describes importance of the research to health and nursing.
   IV. Articulates theoretical framework guiding the research, as applicable.

C. **Innovation (~ 2 pages)**
   I. Highlights 3 specific ways the dissertation is innovative.
   II. Explains how the project challenges current research or clinical practice paradigms.
   III. Describes any novel theoretical concepts, approaches or methodologies, instrumentation or interventions to be developed or used, and any advantage over existing methodologies, instrumentation, or interventions.

D. **Approach (majority of the pages in the proposal will be devoted to this section)**
   I. Presents preliminary work done by the student that is directly related to the proposed, e.g., pre-testing of instruments, pilot studies, and/or field work as appropriate.
   II. Specifies details for the conduct of the dissertation research.
   III. Includes the following elements: a) research design; b) setting; c) population; d) sample and sampling procedures with power analysis, if applicable; e) variables and instruments used to measure; f) intervention, if applicable; g) procedures for data collection; h) plans for data analysis; i) study limitations; j) potential problems with the proposed procedures and potential strategies to address.

*The following sections are not included in the 24-page section of the proposal.*

Protection of research participants - one paragraph that includes the ethical approvals that will be
sought, consents that will be obtained, potential risks to research participants, and procedures proposed to reduce the risks, as applicable.

Publications: publications, manuscripts (submitted or accepted for publication), abstracts, or other materials directly relevant to the dissertation research

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

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

**ELECTRONIC THESIS AND DISSERTATION**

All graduate students of Duquesne University are required to prepare and submit their thesis or dissertation as an electronic document. Similar to the traditional, print and bound copy, electronic theses and dissertations (ETDs) are created using a standard word processor document format (PDF) and submitted as an electronic version to a web page on the library’s server where it is stored. It is expected that you will review and follow the information published in the Duquesne University, Electronic Thesis and Dissertation Guidelines, Version 4.1, May 13, 2014. This is a comprehensive guide to assist you in the preparation, submission, and publishing of your ETD. This document can be found on the Gumberg Library web site.

**GRADUATION REQUIREMENTS**

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

**School of Nursing Requirements:**

1. Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
2. Complete the required courses according to grading policy and complete credits for respective program track.
3. Complete and successfully defend a dissertation. The format of the dissertation (traditional or manuscript option) will be agreed upon by the student and their Dissertation Committee Chair.
4. Submit Electronic Thesis & Dissertation (ETD) requirements by deadline posted in Academic Calendar

Eligibility for graduation is determined by the Graduate Advisor at the end of the semester preceding the semester of graduation. Students who are eligible for graduation must file the *Application for University Degree* with the Registrar’s Office on or before the latest date to apply for graduation as announced in the university academic calendar.
The DNP Program
SAMPLE DNP PROGRAM PLAN - FALL START

This program plan shows the standard progression - individual program plans may vary. If you have any questions regarding your specific course sequencing, contact your Academic Advisor.

Student: ___________________________  Advisor: Meg Barefoot

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*Hours to be determined in collaboration with student and Faculty Mentor to meet the required 1000 hours.
Total Credits: 38 Total Clinical Hours: up to 925
All clinical and health requirements must be met and all agency and preceptor contracts must be in place before the student is able to begin clinical hours.
SAMPLE DNP PROGRAM PLAN - SPRING START

This program plan shows the standard progression - individual program plans may vary. If you have any questions regarding your specific course sequencing, contact your Academic Advisor.

DNP Program Plan
Spring Start

Student: ________________________ Advisor: Meg Barefoot

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*GPNS 949 Foundations of Evidence Based Practice: Evaluation of Research
*GPNS 917 Transcultural and Global Health Perspectives
GPNS 928 Social Justice & Vulnerable Populations

TOTAL Practice Hours: 75

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*GPNS 916 Health Care Information Systems
*GPNS 952 DNP Leadership Residency I

TOTAL Practice Hours: 75

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*GPNS 953 DNP Leadership Residency II
GPNS 937 Ethical Leadership in Complex Organizations

TOTAL Practice Hours: Up to 350*

*Hours to be determined in collaboration with student and Faculty Mentor to meet the required 1000 hours.
Total Credits: 38 Total Clinical Hours: up to 925

All clinical and health requirements must be met and all agency and preceptor contracts must be in place before the student is able to begin clinical hours.
SAMPLE DNP PROGRAM PLAN - SUMMER START
This program plan shows the standard progression - individual program plans may vary. If you have any

DNP Program Plan
Summer Start

Student: ________________________  Advisor: Meg Barefoot

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Total Credits: 38 Total Clinical Hours: up to 925
All clinical and health requirements must be met and all agency and preceptor contracts must be in place before the student is able to begin clinical hours.
DNP CURRICULUM
The DNP curriculum is based on the [AACN Essentials for the Doctor of Nursing Practice](#) and the [AONE Core Competencies for Nursing Executives](#).

COURSE DESCRIPTIONS

**GPNG 928 Social Justice and Vulnerable Populations - 3 credits**
Vulnerability is examined through the lens of social justice theory, the Catholic social justice tradition and determinants of health. Responses to vulnerability are framed by: characteristics and determinants of vulnerability, direct and indirect actions to limit or reduce vulnerability, and structural and policy level work to address the variables that create and perpetuate vulnerability within persons, across generations and in local and global communities.

**GPNS 916 Health Care Information Systems - 3 credits**
In this course a multidisciplinary approach to informatics will be used to incorporate nursing science, computer science, information technology, and information science. Students will analyze information requirements, design system alternatives, and consider the management of resources. The evaluation of the effectiveness of clinical and/or management information systems in health care is considered. The course will examine the resources and methods required to apply these technologies to clinical guidelines, communication systems and to enhance health care delivery.

**GPNG 917 Transcultural Care and Global Health Perspectives - 3 credits**
This course explores the impact of globalization on health care and health care planning, and the need to design health care systems that are responsive to diverse cultural needs. The focus is on select global health problems assessed in a multidisciplinary manner to assure attention to the underserved and their complex cultural needs and requirements. Attention is directed at increasing the capacity of health care professionals to develop culturally sensitive health care systems.

**GPNS 935 Epidemiology & Biostatistics - 3 credits**
This course studies the distribution of disease in populations and the study of risk and prevention of diseases. Principles and methods of epidemiologic investigation including describing the patterns of illness in populations and research designs for investigating the etiology of disease are explored. Quantitative measures are used to determine risk, association and procedures for standardization of rates. Basic biostatistics will be utilized in this course. Examination of major health problems such as cancer, chronic disease, and infectious processes is included.

**GPNS 936 Health Care Policy and Finance - 3 credits**
Examines contemporary major health issues to determine their relationship to and impact upon health policy in the United States and around the world. A major focus is the identification, formulation and legitimation of health policy. Given the unique private/public partnership in American health care delivery and financing, attention is given to public/private financing of health care and its relationship to access, quality and cost.

**GPNS 937 Ethical Leadership in Complex Organizations - 3 credits**
This course focuses on the knowledge and skills required to excel in the ethical leadership of organizations and groups in the transformation of educational and health care environments. Focus areas will include values and ethics, professional accountability, human resource utilization, legal issues, effective communication skills, effective management of teams and groups, and conflict management and resolution, and healthcare advocacy.

**GPNS 949 Foundations of Evidence Based Practice: Evaluation of Research**
This course provides an emphasis on a scholarly approach to problem solving based on critical appraisal, synthesis and application of research evidence. An evidence based practice paradigm will be used to
assist the student in learning to evaluate, implement and disseminate best research evidence into practice. This knowledge will be applied to evidence-based decision making that systematically addresses important practice problems for populations of patients, communities, and clinicians working in diverse interdisciplinary teams. The use of theory in practice from the perspective of clinical nursing and other disciplines is emphasized as the foundation for effecting change in nursing and healthcare. Human subject’s research ethical considerations will be discussed. Finally, dissemination of clinical practice scholarship will be discussed as a critical element of DNP practice.

**GPNS 950 Foundations of Transformation: Translating Evidence into Practice**
This course builds on the foundational principles of evidence-based practice to enhance understanding and practice of evidence-based nursing and translating research at an advanced level. The DNP student will learn to contribute to the expansion of knowledge underlying advanced professional nursing practice through the translation of research into practice. Students will develop and refine competencies and skills in translating nursing research through critical appraisal, interpretation of evidence-based statistics, and analysis of research methodologies. Student’s enhanced understanding and proficiency in critical appraisal will guide their approach in evidence-based diagnostic reasoning and decision-making for translation and application to practice. Human subjects’ research will be discussed. Finally, dissemination of clinical practice scholarship will be examined as a critical element of DNP practice.

**GPNS 951 Program Analysis and Measuring Change**
This course provides a background in analysis and evaluation of program outcomes within health care settings. Emphasis will be placed on the role of the DNP in developing and leading clinical quality and safety initiatives through the identification of appropriate measurement strategies and evaluation instruments when evaluating program and measuring practice change.

**GPNS 952 DNP Leadership Residency I**
The DNP Leadership Residency is a key component of the Doctor of Nursing Practice program, combining practicum experiences with scholarly activities to provide in-depth learning. It gives an opportunity for meaningful engagement with experts from nursing as well as other disciplines.

The DNP residency provides the DNP student with an individually designed clinical or leadership experience to meet the professional clinical or leadership goals. Doctoral students, under the direction of their Faculty Mentor, will select an area of role development that corresponds to Practice or Executive. In consultation with the student’s Faculty Mentor, students will identify a set of objectives for their DNP Residency. In addition to completing residency hours the DNP student is expected to reflect on clinical practice and pursue independent study, by participation in presentations, rounds and seminars.

**GPNS 953 DNP Leadership Residency II**
This course continues the DNP Leadership Residency acknowledged as a key component of the Doctor of Nursing Practice program that combines practicum experiences with scholarly activities to provide in-depth learning for doctoral students. It provides an opportunity for meaningful engagement with experts from nursing, as well as other disciplines.

The DNP residency is designed to provide each DNP student with a comprehensive clinical or leadership experience designed to meet the professional clinical or leadership goals of each DNP student. Doctoral students, under the direction of their Faculty Mentor, will continue in the residency associated with their select area of role development: Practice or Executive. In consultation with the student’s Faculty Mentor, students will continue to identify objectives for their DNP Residency that support completion of their DNP practice thesis. In addition to completing residency hours the DNP student is expected to reflect on clinical practice and pursue independent study, by participating in interdisciplinary presentations, rounds and seminars.
ADVANCED STANDING

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

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

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

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

- Complete a Request for Advanced Standing form as part of the DNP Admissions Packet identifying the institution attended, course title, semester and year completed, and the number of credits for which transfer is requested (indicated on the selected area on the application form).
- Attach a copy of the transcript, which includes the grade received for the requested transfer credits, and a detailed course description/outline.
- Submit these materials to the Nurse Recruiter with the application. The request will be forwarded to the Chair, DNP committee for evaluation.
- Approval/disapproval of accepted Advanced Standing credits will be included in the admission letter to the applicant.
- Approved advanced standing credits will be forwarded to the Graduate Advisor for inclusion in the student file and processing with the Registrar.
- Advanced Standing must be requested at the time of admission to be considered.

DNP PERIOD OF MATRICULATION

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

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

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

DNP ON-CAMPUS REQUIREMENT

All DNP students are required to attend a minimum of two (2) visits during their program of study:

- **Required Experience 1**: DNP Doctoral Orientation Campus Visit to include face-to-face class meetings and Faculty Mentor meetings.
- **Required Experience 2**: Presentation of DNP Project on campus during GPNS 953 DNP Leadership Residency II.
- **Recommended Experience**: Transcultural immersion experience abroad for GPNS 917 Transcultural and Global Health Perspectives.
DOCTOR OF NURSING PRACTICE SCHOLARSHIP

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

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

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

FACULTY MENTOR

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

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

THE DOCTOR OF NURSING PRACTICE PROJECT

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

All DNP Projects should:

a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.

b. Have a systems (micro-, meso-, or macro-level) or population/aggregate focus.

c. Demonstrate implementation in the appropriate arena or area of practice.

d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).

e. Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.

f. Provide a foundation for future practice scholarship.

(AACN, 2015, p. 4)
Team Projects will be considered as long as the individual student contributes equally to the project and demonstrates equally to one component of the project. A rubric will be used to evaluate each student’s contribution to the project.

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

The purpose of these guidelines is to assist the DNP student in the preparation of a manuscript consistent with high standards of a scholarly DNP Project. The appearance and content of the doctoral project should represent scholarly excellence in the discipline of nursing.

**Choosing a Topic**

Identifying potential doctoral projects should begin as soon as the student meets with their Faculty Mentor during DNP Doctoral Week. Further development of the area of interest takes place during the first course taken by students, GPNS 949. Throughout this course students explore the role of the DNP in the development of evidence based practice. Students are encouraged to consider the following when identifying suitable topics:

- interest in the clinical issue/problem;
- aspects of the clinical issue/problem to be explored;
- internal organizational data to support the existence of a clinical issue/problem and need for a practice change;
- feasibility of completing the project (current skills; time required; resources needed; implementation site, population and instrument/resource availability);
- professional goals;
- local, regional or national nursing priorities;
- faculty availability and interest in the topic area
- congruency with their specialty area.

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

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

- Evaluation of clinical interventions in a practice setting
- Evaluation of a health program directed at prevention or a clinical symptom, ex. Pain, Immobility, Family Centered Care
- Compare strategies of health teaching within a health education program in a practice setting
- Design, implement and evaluate a program of medication administration for a specific patient population
- Create an innovation in care technique that is piloted and evaluated within the health care setting
- Undertake the evaluation of a program of services for a specific population
- Developing, implementing, and evaluating quality improvement initiatives within an organization.
- Gap analysis for issues having extensive public health impacts such as preparedness for bioterrorism, sexually transmitted infections,
- Development or use of databases to improve clinical decision making, planning or evaluation.
- Implementation and evaluation of innovative uses of technology to enhance/evaluate care or clinical competence.
- Development and evaluation of new protocols, critical pathways, practice guidelines, etc.

This list is not inclusive of the many doctoral projects completed by DNP students across the country. The Doctors of Nursing Practice online community web site provides a list of completed DNP scholarly projects contributed by other DNPs across the country. The link to access the web site is: http://www.doctorsofnursingpractice.org/resources/

Components of the Doctor of Nursing Project Proposal

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

At a minimum, the proposal should include:

**Title Page:** This includes the name of the project, student name and academic credentials.

**Abstract:** Limit the body of your abstract to 500 words, double-spaced and use font Times New Roman, 12 point. This word limit excludes the title and references.

Abstract format:

- Background and Significance
  - Clearly defines problem and purpose
  - Background information/literature supports problem
  - Problem/change clearly identified and appropriate to clinical area/patient outcome

- Project Design/Methods
  - Framework (theoretical/conceptual/practice) to guide project design
  - Setting and population
  - Interventions/change/plan
  - Tools/measures/instruments
  - Outcomes are feasible and stated in measurable terms

- Data Analysis Plan

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

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

The proposal must be reviewed by the Faculty Mentor for their approval. The Faculty Mentor will present the Proposal Abstract and the Rationale for the Project Team membership to the DNP Committee for review and approval. The DNP Program Coordinator will send the decisions regarding the proposal to the Faculty Mentor with recommendations if applicable. The Faculty Mentor will send this document to their student and the student will upload the document into Typhon (Appendix B).

Upon completion of the DNP Project the student is responsible for completing the Doctor of Nursing Practice Project Completion Form (Appendix C) and submitting it to their Faculty Mentor. Once all signatures are obtained this document will be loaded into Typhon by the student.

DOCTOR OF NURSING PRACTICE PROJECT TEAM

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

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

DISSEMINATION OF DNP PROJECT

The DNP student will be asked to prepare a manuscript for publishing in a peer reviewed print or online journal. The DNP Faculty Mentor will assist the student in the selection of an appropriate journal. The Faculty Mentor has final approval of the manuscript as part of the overall evaluation of the DNP Project.

DNP RESIDENCY

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

Requirements/Procedures:

Clinical Hours
In accordance with the DNP Essentials (AACN, 2006), 1,000 advanced practice post-BSN clinical/practice hours must be documented to earn a Doctor of Nursing Practice (DNP) degree. Duquesne’s DNP builds on the student’s master’s degree, and the number of clinical/practice hours a student is awarded is based on faculty review of official transcripts, course descriptions, and feedback from schools. A total of 500 hours may be awarded to the student from their Master’s degree program. The accepted hours must
be from courses that are listed on an official transcript from a nationally accredited institution and must demonstrate scholarly rigor and critical engagement with subjects relevant to the DNP competencies. The student and their Faculty Mentor will include all approved clinical experiences and hours in the Residency Column of the DNP Competencies Tracking Form, linking these experiences with the DNP competencies.

DNP Residency experiences are individualized and based on the student’s unique professional goals. All DNP Students are required to complete a minimum of 500 practice hours to achieve the objectives delineated through meetings with the student’s Faculty Mentor. Students may include attendance in and provision of educational offerings and limited observational experiences as part of the practice hours. Graduates of the DNP program are expected to demonstrate highly refined clinical and professional skills. Proficiency may be acquired through a variety of methods, such as attending case conferences, practice contact hours, completing specified procedures, demonstrating experiential competencies, or a combination of these elements. Successful completion is documented in Typhon in the DNP Portfolio and Clinical Hours sections.

**Residency Content**
Residency requirements, including practice hour requirements for each residency experience, will vary depending upon the residency objectives, site selected and competencies identified by the student and their Faculty Mentor. Students will work with their Faculty Mentors and Residency Preceptors to develop specific residency objectives to achieve the DNP competencies that are integrated with their DNP Projects.

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

**DNP Residency Preceptor**

1. It is highly desirable that the DNP Residency Preceptor hold a commonly held terminal degree in their field; i.e. PhD, DrPH, DNP, MD, etc. Certification in the practice arena is also highly desirable.

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

The Residency Preceptor/external members will/must:

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

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

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

SCHOOL OF NURSING CLINICAL REQUIREMENTS

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

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

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

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

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

THE DNP PORTFOLIO
Each DNP student is required to develop a professional portfolio to document the achievement of course specific objectives, program outcomes and the DNP essential competencies. The development of the portfolio begins at the time of admission. The Professional Portfolio will be documented through the students Typhon account. Upon admission, students will compile the following documents for the Professional
Portfolio and upload them to Typhon:
- Current curriculum vitae (CV): a complete resume with dated work and practice, honors, awards, publications and presentations
- Copy of current RN license
- Copies of current advanced practice certifications
- Formal goal statement regarding your interest in DNP

Each semester the student and Faculty Mentor will discuss objectives that reflect the achievement of DNP Essential competency areas and Duquesne’s DNP Program Outcomes. Students should review course objectives and consider their DNP Project topic to plan appropriate activities throughout their program culminating in their DNP Leadership Residency. The DNP Competencies Tracking Form which documents successful completion of all DNP competencies must be approved by the Faculty Mentor. Evidence of achievement of the stated objectives will be documented in the DNP Portfolio. Examples of activities that would meet the competencies include:

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

The student and the Faculty Mentor should review the updated DNP Portfolio and DNP Competencies Tracking Form at the end of each semester as well as at the end of the student’s final semester in the program. The DNP Competencies Tracking Form and DNP Portfolio will be evaluated and approved by the student’s Faculty Mentor.

TYPHON

DNP students enrolled are required to document their clinical experiences and evidence of competency completion through Typhon. Typhon is a tool for tracking during the educational process. There is a one-time user fee of $90. The user ID and password will be assigned by the Online Clinical Coordinator at the School of Nursing. Training on the utilization of Typhon to maintain Portfolio documents and clinical hours will be provided during DNP Orientation.

GRADUATION REQUIREMENTS

A candidate for the Doctor of Nursing Practice degree must:
1. Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
2. Successfully complete a DNP Project.
3. Successfully complete submit a DNP Portfolio.
4. Satisfactorily complete a minimum of 500 residency hours
5. Receive a satisfactory evaluation from their Residency Preceptor
6. Complete a DNP Project manuscript as determined by the student's Faculty Mentor.
7. Present the outcomes of their DNP Project to Duquesne University School of Nursing faculty and staff

Eligibility for graduation is determined by the Faculty Mentor and Graduate Advisor at the end of the semester preceding the semester of graduation. However, the final recommendation for the degree completion of all requirement elements achieving the DNP Essentials is based on the evaluation and recommendation of the student’s Faculty Mentor. A student with an “I” or an “F” grade on a transcript, regardless if the course was part of the program’s degree requirements, cannot graduate. The student must repeat the course or an equivalent course with a passing grade. Students, who are eligible for graduation, will receive information on the Application for University Degree as well as additional information concerning graduation from the Graduate Advisor by the beginning of the final semester of study.
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 Assistant Dean for Student Affairs within 10 University days. The Assistant Dean for Student Affairs will convene the Academic Standing Committee which serves as the Academic Integrity Appeals Committee.)

Instructions:
1. Provide copy to student
2. Send copy to Assistant Dean for Student Affairs within 10 University Days
Violation of Standards of Professional Conduct

Student: ____________________________________________

Faculty: ___________________________ Course Number: ______________________

Date: ________________ Time: ________________ Place: _______________________

Course Facilitator: ___________________________ Date Verified: ________________

Description of Incident: ______________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Action Taken: _________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

Student Comments: ___________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

_________________________ __________________________
Student Signature Date

Faculty Signature Date

*Assistant Dean, Student Services Signature Date

*Associate Dean, Academic Affairs Signature Date

*Dean, School of Nursing Signature Date

*As indicated per policy #126
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 appropriate department Chairperson 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: Name of hospital
□ Home/Dorm  □ Attending Physician: Name of Physician

Was the family notified?  □ Yes □ No

If applicable, method of transportation to above location:

□ Ambulance □ Campus Police  Other: _____

Accompanied by: _____

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

_____

Clinical Faculty Member’s Signature: __________________________ Date: __________________________

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

DO NOT DETACH

I, __________________________ authorize Duquesne University to secure copies of case

history records, laboratory reports, diagnoses and any other data covering the accident/incident that

occurred on __________________________ at __________________________

(Date of incident) (Name of Clinical Site where incident occurred)
Clinical Incident Report

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

Student’s Name _____
Student’s Phone _____
Student’s Address _____
Course Number/Title _____
Clinical Faculty Member _____

☐ Actual medication error  ☐ Near miss  ☐ Other: _____

<table>
<thead>
<tr>
<th>Location of Incident/Error</th>
<th>Date &amp; Time</th>
<th>Description of Incident/Error</th>
<th>Nature and Extent of Any Resulting Injury</th>
<th>Action</th>
</tr>
</thead>
</table>

Physician notified: ☐ Yes  ☐ No  Physician’s Name: _____
Faculty Signature: ___________________________ Date: ________________

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

Name of Student: ______________________________

**Competency Area: Scientific Foundations**

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>DNP Project Residency Objectives and Clinical Hours</th>
<th>DNP Course Objectives</th>
<th>DNP Portfolio Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| Use science-based theories and concepts to:  
  • determine the nature and significance of health and health care delivery phenomena;  
  • describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and  
  • evaluate outcomes | | | |
| Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines. | | | |

☐ Plan Approved  ☐ Approved (with minor recommendations)  ☐ Not approved

**STUDENT:**

Printed Name ______________________________

Signature ______________________________

**DNP FACULTY MENTOR:**

Printed Name ______________________________

Signature ______________________________
## Competency Area: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| Ensure accountability for quality of health care and patient safety for populations with whom they work.  
a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.  
b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.  
c. Develop and/or monitor budgets for practice initiatives.  
d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.  
e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. |                                                   |                       |                        |
| Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research. |                                                   |                       |                        |

- [] Plan Approved
- [] Approved (with minor recommendations)
- [] Not approved

**STUDENT:**

Printed Name ______________________________

Signature _______________________________

**DNP FACULTY MENTOR:**

Printed Name ______________________________

Signature _______________________________
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<tr>
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</thead>
<tbody>
<tr>
<td>Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</td>
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</tr>
<tr>
<td>Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</td>
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<tr>
<td>Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
| Use information technology and research methods appropriately to:  
• collect appropriate and accurate data to generate evidence for nursing practice  
• inform and guide the design of databases that generate meaningful evidence for nursing practice  
• analyze data from practice  
• design evidence-based interventions  
• predict and analyze outcomes  
• examine patterns of behavior and outcomes  
• identify gaps in evidence for practice | | | |
| Function as a practice specialist/consultant in collaborative knowledge-generating research. | | | |
| Disseminate findings from evidence-based practice and research to improve healthcare outcomes | | | |

☐ Plan Approved  ☐ Approved (with minor recommendations)  ☐ Not approved

**STUDENT:**  
Printed Name ____________________________  Printed Name ____________________________

Signature ____________________________  Signature ____________________________
<table>
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<th>DNP Course Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</td>
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<tr>
<td>Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</td>
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<tr>
<td>Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</td>
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<tr>
<td>Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</td>
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<tr>
<td>Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.</td>
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</tbody>
</table>

☐ Plan Approved  ☐ Approved (with minor recommendations)  ☐ Not approved

**STUDENT:**
Printed Name __________________________
Signature _____________________________

**DNP FACULTY MENTOR:**
Printed Name __________________________
Signature _____________________________
## Competency Area: Health Care Policy for Advocacy in Health Care

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>DNP Project Residency Objectives and Clinical Hours</th>
<th>DNP Course Objectives</th>
<th>DNP Portfolio Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.</td>
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<tr>
<td>Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.</td>
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<tr>
<td>Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.</td>
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<tr>
<td>Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes</td>
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<tr>
<td>Advocate for the nursing profession within the policy and healthcare communities.</td>
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<tr>
<td>Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</td>
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<tr>
<td>Advocate for social justice, equity, and ethical policies within all healthcare arenas.</td>
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</tbody>
</table>

☐ Plan Approved  ☐ Approved (with minor recommendations)  ☐ Not approved

**STUDENT:**

Printed Name ____________________________  Printed Name ____________________________

Signature ____________________________  Signature ____________________________
### Competency Area: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>DNP Project Residency Objectives and Clinical Hours</th>
<th>DNP Course Objectives</th>
<th>DNP Portfolio Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.</td>
<td></td>
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<tr>
<td>Lead interprofessional teams in the analysis of complex practice and organizational issues.</td>
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<tr>
<td>Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in healthcare and complex healthcare delivery systems.</td>
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</tr>
</tbody>
</table>

☐ Plan Approved    ☐ Approved (with minor recommendations)    ☐ Not approved

**STUDENT:**
Printed Name ______________________
Signature __________________________________________

**DNP FACULTY MENTOR:**
Printed Name ______________________
Signature __________________________________________
## Competency Area: Clinical Prevention and Population Health for Improving the Nation’s Health

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>DNP Project Residency Objectives and Clinical Hours</th>
<th>DNP Course Objectives</th>
<th>DNP Portfolio Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze epidemiological, bio statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</td>
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</tr>
</tbody>
</table>

☐ Plan Approved  ☐ Approved (with minor recommendations)  ☐ Not approved

**STUDENT:**

Printed Name ____________________________  Signed Name ____________________________

Signature ____________________________  Signature ____________________________

**DNP FACULTY MENTOR:**

Printed Name ____________________________  Signed Name ____________________________

Signature ____________________________  Signature ____________________________
## Competency Area: Advanced Nursing Practice

<table>
<thead>
<tr>
<th>Proposed Objective</th>
<th>Deliverable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</td>
<td></td>
</tr>
<tr>
<td>Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</td>
<td></td>
</tr>
<tr>
<td>Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes</td>
<td></td>
</tr>
<tr>
<td>Guide, mentor, and support other nurses to achieve excellence in nursing practice.</td>
<td></td>
</tr>
<tr>
<td>Educate and guide individuals and groups through complex health and situational transitions.</td>
<td></td>
</tr>
<tr>
<td>Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues</td>
<td></td>
</tr>
</tbody>
</table>

☐ Plan Approved  ☐ Approved (with minor recommendations)  ☐ Not approved

**STUDENT:**

Printed Name ____________________________

Signature ______________________________

**DNP FACULTY MENTOR**

Printed Name ____________________________

Signature ______________________________
## Background and Significance

<table>
<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Minor Revision*</th>
<th>Major Revision**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly defines problem, purpose, and/or objectives</td>
<td></td>
<td></td>
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<tr>
<td>Background information/literature supports problem</td>
<td></td>
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<tr>
<td>Problem/change clearly identified and appropriate to clinical area</td>
<td></td>
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<tr>
<td>Scope of project realistic and appropriate</td>
<td></td>
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</tbody>
</table>

## Project Design/Methods

<table>
<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Minor Revision*</th>
<th>Major Revision**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses an appropriate framework (theoretical/conceptual/practice) to guide project design</td>
<td></td>
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<tr>
<td>Setting and population clearly described</td>
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<tr>
<td>Interventions/change/method is/are based on evidence</td>
<td></td>
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<tr>
<td>Tools/measures described and clearly linked to outcomes</td>
<td></td>
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<tr>
<td>Outcomes are feasible and stated in measurable terms</td>
<td></td>
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</tbody>
</table>

## Data Analysis Plan

<table>
<thead>
<tr>
<th></th>
<th>Acceptable</th>
<th>Minor Revision*</th>
<th>Major Revision**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data analysis is clear</td>
<td></td>
<td></td>
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<tr>
<td>Appropriate for scope of project</td>
<td></td>
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</tbody>
</table>

*Comments for all checks under Major Revisions:

**Comments for all checks under Minor Revisions:
APPENDIX G: DNP FINAL APPROVAL FORM

Student Name: _______________________________ Date: ________________

☐ DNP Project and Presentation Completed
☐ DNP Project Manuscript Completed

Title of Doctor of Nursing Practice Project

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

Doctor of Nursing Practice Faculty Mentor (Please print)

Signature of Doctor of Nursing Practice Faculty Mentor Date

Residency Preceptor (Please print)

Signature of Residency Preceptor Date

Chair, Advanced Practice Programs

Signature of Associate Dean for Academic Affairs Date
APPENDIX H: DNP PRACTICE PROJECT OR PROJECT TEAM MEMBER CHANGE REQUEST FORM

All forms are available as fillable form in PDF format on the School of Nursing Intranet Site on DORI and the Graduate Advisor’s Blackboard Site.

Student Name: _____________________________ Date: _______________________

Change in Doctor of Nursing Practice Project
Change in Doctor of Nursing Practice Project Team composition

Requested Change and Rationale:

DNP Committee Chair Use only:

________________________________
________________________________
____________________________

Signature of DNP Committee Chair
Date:

Student must submit a copy of this form to their Faculty Mentor.

**This form is used only if there is a change in the Doctor of Nursing Practice Project or a Project Team member once the original DNP Project proposal has been approved.
### APPENDIX I: DNP PRECEPTOR EVALUATION & HOURS VERIFICATION FORM

Student: _______________________________  Semester: _______________________________

Preceptor: _______________________________  Date: _______________________________

Please mark an X in the most appropriate space below. Space is provided for any written comments you may have.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student is available to Preceptor as requested and/or needed.</td>
<td></td>
<td></td>
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<tr>
<td>2. Demonstrates understanding of the DNP role.</td>
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<tr>
<td>3. Enacts their practice role in a professional manner.</td>
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<td>4. Demonstrates effective practice judgment in the interpretation, application, and dissemination of evidence-based knowledge.</td>
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<td>5. Promotes and models inter-professional collaboration.</td>
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<tr>
<td>6. Empowers colleagues, patients, families and communities to act in a manner supportive of social justice.</td>
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<td>7. Designs, implements, and evaluates strategies to transform processes &amp; systems to enhance patient care services and outcomes.</td>
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<td>8. Creates collaborative learning environments and relationships to advance patient care.</td>
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<tr>
<td>9. Fosters the exploration of knowledge for translation in the delivery of health care services.</td>
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<td>10. Establishes culturally competent environments and systems of care that respect diversity</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Quality</td>
<td>Seldom</td>
<td>Sometimes</td>
<td>Frequently</td>
<td>N/A</td>
<td>Comments</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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<tr>
<td>11. Models ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.</td>
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<tr>
<td>12. Leads change to transform cost, quality and access to health care services</td>
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<tr>
<td>13. Treats you with dignity and respect as the DNP Residency Preceptor.</td>
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<tr>
<td>14. Provides substantive feedback to you during Residency experiences.</td>
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<td>15. Has met Residency expectations consistent with their specific course/clinical objectives.</td>
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</tbody>
</table>

Comments:
APPENDIX J: FNP RESIDENCY HOURS VERIFICATION

**DNP PROGRAM RESIDENCY HOURS VERIFICATION**

Student: _______________________________  Semester: __________________

Preceptor: _______________________________  Date: __________________

<table>
<thead>
<tr>
<th>Preceptor Name / Title</th>
<th>Proposed Residency Hours for site</th>
<th>Actual Residency Hours for site</th>
<th>Preceptor address</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Preceptor Signature: _______________________________  Date: __________________

Student Signature: _______________________________  Date: __________________

**DNP Faculty Mentor**

Signature: _______________________________  Date: __________________
<table>
<thead>
<tr>
<th>Area of Unsatisfactory Clinical Performance</th>
<th>Goals</th>
<th>Activities</th>
<th>Method of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

Student Signature: ________________________  Clinical Faculty: ________________________