Dear Prospective and Current Students, Alumni, and Friends of the School of Nursing,

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 78-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 #6 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, 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,

Mary Ellen Smith Glasgow, PhD, RN, FAAN
Professor and Dean

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.
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Revised 8-20-14
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INTRODUCTION
THE SCHOOL OF NURSING HISTORY

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

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

A second degree option was initiated in August 1991. This accelerated 12-month program is designed for students who hold a baccalaureate degree in a discipline other than nursing. In 1986, the Graduate Nursing Program was opened to offer the Master of Science in Nursing. Today, the areas of specialization offered are: Family (Individual across Lifespan) Nurse Practitioner and Forensic Nursing; Nursing Education Currently the program is offered only in an online format.

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. To date, more than 5,000 students have graduated from Duquesne’s School of Nursing.

In 2008, the School of Nursing opened a Doctor of Nursing Practice (DNP) 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 come to campus for a 2-day orientation at the beginning of the first semester of enrollment (summer).

MISSION STATEMENTS

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.”

THE SCHOOL OF NURSING MISSION STATEMENT

The purpose of the School of Nursing is to prepare nurses to practice professional nursing to meet the dynamic health care needs of individuals, families, groups, and communities. 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.

THE 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 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.

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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 three (3) times for an intensive residency week, which includes both academic and social activities. The first two required on-campus visits are scheduled for one week in May; the third on-campus visit is scheduled at the discretion of the student’s dissertation committee.

Although students are only required to attend three 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.
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

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.

Students have the option to focus in one of four areas:

- Advanced Clinical Practice
- Clinical Education/Professional Leadership and Development
- Health Care Leadership
- Forensics

The graduate of the DNP program will:

1. Demonstrate effective clinical judgment in the interpretation, application, and evaluation of multiple sources of data and evidence.
2. Promote and model interprofessional collaboration.
3. Empower colleagues, patients, families and communities to act on behalf of justice.
4. Design, implement, and evaluate strategies to transform processes and systems to enhance patient care services and outcomes.
5. Create collaborative learning environments and relationships to advance patient comfort and safety.
6. Foster the exploration of knowledge for translation in the delivery of health care services.
7. Establish culturally competent environments and systems of care that respect diversity.
8. Model ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.
9. Lead change to transform cost, quality and access to health care services.

- Portfolio is the outcome of the signature courses.
- Practice thesis is the outcome of the role immersion courses.
- A transformational leader in practice and health care delivery systems is the outcome of the entire program
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.

DUQUESNE ONLINE RESOURCES AND INFORMATION (DORI)

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

ACADEMIC CALENDAR

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

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

For exact dates, students should refer to the published University Academic Calendar which is available at: http://www.duq.edu/academics/academic-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 dead-line 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 dead-lines. 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.

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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 www.duq.edu/cts. 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 PROGRAMS

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 Hold” 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 at: www.duq.edu/DORI.
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 at www.duq.edu/registrar/schedules/calendar.cfm

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.

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

EMAIL

Revised 8-20-14
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.

- Log on to DORI
- 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 on the right side 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.*

**OBTAINING A DUQUESNE ID CARD**

*All students are required to have a DU ID Card.*

You can obtain a DU Card in several ways if you are not able to obtain one at your respective program’s orientation.

CHOOSE ONE OF THE FOLLOWING:
- Submit an Email Request to ducard@duq.edu with the following information:
  - Indicate that you are a distance learner requesting a DU Card
  - Your full name
  - Complete mailing address
  - Your Banner ID number*
  - Your School and Program
- Submit a Fax Request to 412-396-4736 with the following information:
  - Indicate that you are a distance learner requesting a DU Card
  - Your full name
- Complete mailing address
- Your Banner ID number*
- Your School and Program
- Visit the DU Card Center in Room 203 of the Student Union near the bookstore. Normal office hours are Monday through Friday 8:30 a.m. to 4:30 p.m. Please call for extended hours at 412-396-6191.

Your DU card will be mailed to the address you provided.

*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

There are two options for getting your books through the University Bookstore:
Go to the University Bookstore at: http://duquesne.bncollege.com for information on textbooks.
OR
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."
OPPORTUNITIES AND SERVICES
FINANCIAL

RESEARCH ASSISTANT/TEACHING ASSISTANT

In the summer, the Associate Dean for Academic Affair notifies 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 (available at http://www.duq.edu/academics/schools/nursing/graduate-programs/tuition-discount). 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 http://www.duq.edu/academics/schools/nursing/graduate-programs/tuition-discount

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/TESTING 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. In addition the Counseling Center also does academic skills evaluation and referral, as well as providing national testing applications and information such as GRE, LSAT, MAT, MCAT, PCAT, TOEFL, CLEP, and GMAT.

**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**  114 Duquesne Union | 412-396-6642

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.
SCHOOL OF NURSING
GRADUATE PROGRAMS
ACADEMIC POLICIES

Revised 8-20-14
GRADING SCALE

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

<table>
<thead>
<tr>
<th>LETTER GRADE</th>
<th>NUMERICAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92 – 100</td>
</tr>
<tr>
<td>B</td>
<td>83 – 91</td>
</tr>
<tr>
<td>C</td>
<td>74 – 82</td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>LG</td>
<td>Late grade (not reported by faculty)</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 and must achieve a B grade or higher in all courses. 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 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” or a 3.0 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 READMISSION POLICY

Any student who is dismissed from their respective Graduate Program may petition the Chair of their program for readmission. The student should contact the Chair of their program regarding the materials that need to be submitted to the Academic Standing Committee in order 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.

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 that 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.

Revised 8-20-14
ACADEMIC INTEGRITY POLICY

I. Introduction

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

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

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

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

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

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

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

II. Definitions and Standards: Violations of Academic Integrity

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

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


ACADEMIC APPEAL PROCESS

Any appeal by a student about an assessment made of his/her academic performance by a faculty member or clinical preceptor is a formal and serious matter. Assessment of the quality of a student’s work rests with the faculty member assigned to the course who has the responsibility to assign a grade in a fair and reasonable manner. The faculty member is in the best position to judge the quality of a student’s work when entrusted to teach the course as a subject matter expert.

Situations in which assessment and final course grades are appealable include, but are not limited to the following:

- There was a math error made in calculating the grades,
- There is clear evidence that the assessment or final grade was given in an arbitrary or capricious manner, i.e., Grade based on factors other than the student’s performance on the learning assessment activities in the course; or evidence that the faculty member failed to invoke the use of a predetermined and communicated rubric/scoring system or failed to communicate expectations for the assignment.

Any student who wants to challenge a grade on an assignment or a final grade must first appeal directly to the faculty member who issued the grade. The appeal should be made in writing including a clear statement of the basis upon which the student is appealing the assessment as well as evidence to support the appeal. If the student is appealing a grade on an assessment activity within a course, the appeal must be initiated within 5 business days from the official
grade notification date. The faculty member will respond to the student appeal within 5 business days. After 5 business days, the assessment/grade is no longer appealable.

A student has the right to formally appeal the decision made by a faculty member regarding the grade appeal within 5 business days and in writing to the appropriate Program Chair of the School of Nursing. Such appeals are subject to the same basis of appeal as stated above.

If the student is not satisfied with the decision of the Program Chair and wishes to further pursue the matter, an appeal must be filed in writing within 5 business days with Dean of the School of Nursing. Any appeals beyond the Dean of the School of Nursing should follow the process set forth in the University policies: http://www.duq.edu/Documents/student-life/student-handbook/_pdf/academic-due-process-students-may-08.pdf

**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 the *Code of Conduct Policy*. 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.

A. Consistent with the professional nurse’s obligations related to professional responsibility and accountability, the student will -

1. Initiate and maintain his/her presence and responsiveness in online courses in which he/she is enrolled.
2. 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.
3. Prepare for class, clinical practice, and research-related activities in advance to enhance and insure the patient safety and learning.
4. Comply with the School of Nursing codes and expectations and those established by clinical practice and research partners.

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

1. 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*
C. Consistent with the professional nurse’s obligations related to communication and collaboration, the student will –
1. 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. ¹

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

Personal Conduct

Individuals who have applied to or are enrolled in the School of Nursing are expected to adhere to certain standards of personal conduct. These standards of personal conduct include rules of conduct established by the University as well as the School of Nursing, and also to those regulations regarding the use, consumption, or sale of illegal substances, misdemeanor offenses, and felonious convictions. Adherence to all local, state, and national laws in this regard is also expected. A felony conviction while enrolled will result in an automatic dismissal from the School of Nursing. Failure to comply with any or all of the standards of conduct may also result in a permanent dismissal from the School of Nursing.

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 Graduate 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. The faculty member is to send all VPC forms to the Assistant Dean for Student Affairs and Chair of the respective program 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.

3. The rights of the student will be safeguarded as set forth in the program specific Student Handbook and the Duquesne University Code of Student Rights, Responsibilities, and Conduct.
DUQUESNE UNIVERSITY
SCHOOL OF NURSING

BSN PROGRAM

VIOLATION OF PROFESSIONAL CONDUCT

STUDENT:__________________________________________________________

FACULTY:____________________ COURSE NO.:____________________

DATE:_______ TIME:________ PLACE:________________________________

COURSE FACILITATOR:____________________ DATE NOTIFIED:__________

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

STUDENT COMMENTS:

STUDENT SIGNATURE:____________________________________ DATE:_____

FACULTY SIGNATURE:________________________________ DATE:_____

PROGRAM CHAIR:________________________________ DATE:_____

*As indicated per policy #136

Revised 8-20-14
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.

**Students with a positive drug test will not be permitted to attend clinical.**

Students may be reported to the appropriate State Board of Nursing depending on the state’s reporting requirements. After consultation with the appropriate SBON, the student will be referred to the SON Academic Standing Committee for review and deliberation of the individual case. The Academic Standing Committee will then recommend a sanction or plan to the respective chair.

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 Duquesne University Health Professions Student Recovery Advocacy Network, State Board of Nursing Recovery Program or the State Board of Nursing 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.

7. 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

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 Office of Student Affairs on the Duquesne University Student Incident/Accident Report.

1. Following an incident, the student is to follow procedure of the particular clinical area for care of non-employees.

2. In addition to the agency incident report, the clinical instructor/preceptor is to complete the Duquesne University Student Incident/Accident Report as soon as possible after the occurrence.

3. 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.

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4. The Student Incident/Accident Report is to be submitted within 24 hours to the School of Nursing Clinical Coordinator. Timeliness of reporting is of particular importance in the event of needle sticks or blood borne pathogen exposure.

5. The Clinical Coordinator will forward one copy to the University Health Service and one copy to the Office of Student Affairs.

6. A database of all reported student incidents will be maintained.

REPORTING OF UNTOWARD EVENTS IN THE CLINICAL SETTING INVOLVING A STUDENT AND CLIENT

All untoward events involving injury to a client and/or a student in a clinical setting that required reporting of the incident to the clinical agency, must be reported to the School of Nursing on a Duquesne University Clinical Incident Report within 48 hours of the occurrence.

1. A Duquesne University Clinical Incident Report is to be completed by the preceptor and reviewed with the student at the time of the occurrence.

2. The Clinical Incident Report is to be submitted to the School of Nursing Clinical Coordinator within 48 hours of the incident.

3. All reported clinical incidents will be entered and maintained in a database. Annual reports will be sent to the University Office of Risk Management.
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 instructor/supervisor.

Student’s Name: _____
ID# _____

Local Address: _____
Phone: _____
Dept/Program: _____

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 Instructor’s Signature: ___________________________________________ Date: __________________________

Copy 1 to Health Services Copy 2 to SON Office of Student Affairs Copy 3 to Director of Adjunct Faculty & Clinical Affairs Copy 4 to Chair

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 ____________________
(Signature of student involved)
(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 _____ ID# _____ Phone _____

Course Number/Title _____ Clinical Instructor _____

Address _____

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

Faculty Signature: _________________________________ Date: ______________

Copy 1: Student File  Copy 2: Director of Adjunct Faculty & Clinical Affairs  Copy 3: University Risk Management  Copy 4: Chair
COURSE OR PROGRAM WITHDRAWAL

School of Nursing Graduate Program students may withdraw from a nursing course with permission from 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.

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.

Revised 8-20-14
PREGNANCY

Exposure to certain pathogens, toxic chemicals, drugs, radiation and physical activity 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. The student is advised to consult with her health care provider about any precautions or limitations that are appropriate for her.

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 Chair to review options for completing the clinical rotation. 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.

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 polices governing confidential information. Anyone who violates any of these rules will be subject to discipline, which might include, but is not limited to, expulsion from DUSON. In addition, violation of these rules may lead to civil and criminal penalties under HIPAA and potentially other legal action.
Students may have access to confidential information, which includes, but is not limited to, information relating to: 1) medical record information (includes all patient data, conversations, admitting information, demographic information and patient financial information); and 2) Protected Health Information (PHI) as defined by HIPAA.

As a DUSON Student:

- You will only use confidential information/data as needed/necessary to perform your duties as a student or faculty member affiliated with DUSON.
- You will not in any way divulge, copy, release, sell, loan, review, alter or destroy any confidential information/data except as properly authorized within the scope of your professional activities affiliated with DUSON.
- You will not misuse confidential information/data.
- You understand that your obligations under this Agreement will continue after your affiliation with the DUSON terminates.
- You are responsible for knowing and abiding to all confidentiality policies in specific clinical setting where you engage in clinical coursework, rotations, and preceptorships.
- You must remove all patient 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 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 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 brochure than can be downloaded, “A Nurse’s Guide to the Use of Social Media,” (link: https://www.ncsbn.org/SocialMedia_rev4-13.pdf)

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 (link: http://www.duq.edu/academics/resources-and-technology/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 filenames include their last name, assignment information, and date (unless otherwise instructed).

- Students are expected to follow the rules and regulations sets forth in the Academic Integrity policy, with respect to issues of plagiarism, intellectual property, and academic honesty.
THE SCHOOL OF NURSING MSN/PMC PROGRAM
MASTER OF SCIENCE IN NURSING PROGRAM

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 prepared graduate 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. 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.

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. Orientation in May for new MSN students admitted for the summer semester
2. For students enrolled in GPNG 528 Physical Assessment and Differential Diagnosis for APNs course in Fall Semester
3. For students enrolled in GNFN 511 Foundations of Family and Individual Care II course in November

**FORENSIC NURSING PROGRAM**

The on-line 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. The practice in diverse settings such as hospital-based programs, 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 School of Law 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. Students have up to five years to complete the program. 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 credits of Forensic Nursing course work in addition to completion of 15 credits of graduate core courses and 6-9 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 Forensic Nursing Program, for those students who already possess a masters or doctoral degree.

**Mandatory On-campus Visits**

The School of Nursing Forensic Program requires one to two mandatory campus visits for all students. 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. Orientation in May for new MSN students admitted for the summer semester
2. For students enrolled in GPNG 528 Physical Assessment and Differential Diagnosis for APNs course in Fall Semester

**NURSING EDUCATION AND FACULTY ROLE**

The on-line Nursing Education and the Faculty Role Program prepares graduates for roles as a clinical faculty member, online teacher, lab coordinator/director, and faculty member in a community college for contemporary nursing education. Coursework provides theory and real-

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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 will be 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 ?? credits of Nursing Education and faculty Role course work in addition to completion of 15 credits of graduate core courses and 6-9 credits of 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 Visits

The Nursing Education and Role Program requires two to three mandatory campus visits for all students. 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. Orientation in May for new MSN students admitted for the summer semester
2. Week long campus visit in the fall.

For students enrolled in GPNG 528 Physical Assessment and Differential Diagnosis for APNs course in Fall Semester

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

FOR THOSE STUDENTS ENTERING THE MSN/PMC PROGRAM PRIOR TO SUMMER 2014

Revised 8-20-14
GPNG 501 Introduction to the Advanced Practice Nurse Role - 1 credit
Introduction to expectations for the role of the advanced practice nurse. Approaches which foster strong scholarly work will be reviewed. This course will include an on-campus week coupled with an on-line seminar.

GPNG 502 Theory in Nursing - 3 credits
Students are introduced to nursing theory through a comprehensive overview of the subject. An historical perspective of the development of nursing theory follows. Students examine the characteristics of theory and begin to get an appreciation for why nursing theory is said to be in its infancy. The differences between models and theories are discussed as well as types or categories of nursing theories. Strategies for the development of nursing theory are examined. Students are given guidance on how to analyze and evaluate nursing theories as the class analyzes and evaluates various nursing theories. The relationship of theory to nursing practice, research administration, and education is explored. The school’s organizing framework, the synergy model, will be examined in relation to the meta-paradigm concepts and how it facilitates caring behavior, clinical judgment, and clinical inquiry.

GPNG 503 Population-Based Health Promotion - 3 credits
This course examines the meaning, production, and promotion of health at individual and societal levels. Health management strategies, including individual case management, disease management, and population-based health management will be presented. Collaborative global health promotion initiatives will be discussed. Issues related to health promotion will be discussed including epidemiologic concepts, health disparity groups, access and resource availability.

GPNG 504 Nursing Education & Administrative Processes - 3 credits
Through the creative use of the synergy model student explores ways to enhance patient outcomes through, primarily, facilitating learning and exploring system wide issues to enhance patient outcomes. Students are presented with an overview of educational and administrative principles, theories, and processes so that they can begin to understand the role of the nurse educator and the role of the middle manager in the health care arena.

GPNG 505 Methods of Nursing Research - 3 credits
This course provides an emphasis on research designs and methods in health care. The student has an opportunity to focus on a nursing problem from the perspective of quantitative and qualitative research traditions. A variety of methods and designs will be examined and critiqued in order to provide “safe passage” of patients through the health care system and research process. The student will identify and/or refine the topic and content that will be developed for the scholarly project. The synergy model will be discussed in regard to how it can guide research, evidence based practice, and cultural competence.

GPNG 506 Practicum in Nursing Research (clinical) - 2 credits
This course provides the opportunity for the student to develop nursing research skills through participation in an ongoing research project. The research practicum is planned by the student, faculty, and/or nurse researcher and is based on the objectives developed in an individualized learning contract according to the student’s previous experiences and professional goals, and the

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available learning resources. A variety of topics related to the research process are discussed. (Throughout the course ways in which the synergy model can be used to guide research, engage in clinical inquiry, participate in evidence based practice, collaborate with others, and respond to diversity are emphasized.)

**GPNG 507 Bioethical Decision-Making in Nursing and Health Care - 2 credits**
This course focuses on the nurse’s practice as realized in the moral agency of individual nurses. The process involved in nurses helping patients/families make ethical decision involves a synergy between the nurse’s competencies and the patient’s characteristics. Rights and the importance/necessity of context are explored. Select ethical systems such as deontology, utilitarianism, cultural/social relativism, and emotivism are analyzed as to their usefulness in health care decision making and their compatibility with the synergy model. Case studies illustrate differences in intent, process, and consequences among and between ethical systems. Husteds’ bioethical decision making theory of symphonology (the study of agreements) is evaluated as a practice based contextual bioethical system. Those students enrolled for three credits will additionally explore autonomy as an adjunct to bioethical decision making; examine the bioethical standards as virtues of all humans; determine the philosophical underpinnings and strategies of symphonology theory development; and conduct personal inquiry of interest.

**GPNG 508 Pathophysiology for Advanced Practice Nursing - 3 credits**
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 will facilitate ongoing learning.
**GPNG 510 Pharmacology for Advanced Practice Nursing - 3 credits**  
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.

**GNFO 500 Introduction to Forensic Nursing and Health - 3 credits**  
This course focuses on the various roles of the forensic nurse in order to research patient characteristics and nursing competencies elucidated in the synergy model. Interactions among patient characteristics of vulnerability, resiliency, stability, complexity, resources, participation in care and decision making, and predictability of diverse forensic patients will be explored. The integration of scientific, ethical, and legal principles into nursing practice will be discussed.

**GNFO 501 Advanced Practice Forensic Nursing - 3 credits**  
This course focuses on advanced concepts in forensic nursing in order to provide nurses with more in depth understanding of patient, nurse, and health care outcomes. Patient outcomes include functional and behavioral changes, trust, satisfaction, comfort, and quality of life. Outcomes that are derived from nursing competencies include physiological changes, complications and the treatment objectives obtained. System outcomes include admission rates, hospital stay and cost of health care per case.

**GNFO 511 Theories of Violence - 3 credits**  
This course examines the origins and evolution of multiple theories of violence. Students will examine the reactions of victims and their families to the trauma of violence. Motivation for crime, stages of a crime and possible victim responses to crime will be discussed. Myths supporting a victim-blaming belief pattern will be explored within the overall social response to crime. Emphasis will be given to exploring the elements of violence and response patterns of victims and society. Evidenced-based interventions and services available to victims of crime and to prevent crime and violence will be discussed.

**GNFO 512 Forensic Science, the Legal System, and Civil Law - 3 credits**  
This course introduces the legal process, the roles and responsibilities of the multi-disciplinary forensic and legal professionals, and the civil and criminal applications of forensic science in the judicial process. The course will prepare nurses to interface with the legal system. The recognition, collection, analysis and preservation of physical evidence are presented. 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. Specific forensic nursing competencies for professional caring practice will be
applied to discussion of medical-legal issues. Discussion will elaborate on application of the synergy model concepts of forensic patient characteristics and the nursing competencies in resolution of the forensic cases.

**GNFO 513 Trial Preparation and Criminal Law - 3 credits**
This course introduces the processes of trial preparation and the trial, and provides a scenario for the application of the theories of evidence collection. The roles of fact witnesses as presenters of fact evidence, and experts as presenters of expert testimony are discussed. A mock crime scene is presented. An intensive examination of criminal law and forensic science is conducted using crime scene investigation procedures. Forensic evidence collection, laboratory testing, chain of custody, and the implications for legal outcomes are presented. 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. Discussion will elaborate on application of the synergy model concepts of forensic patient characteristics and the nursing competencies in resolution of the forensic cases.

**GNFO 514 Forensic Clinical - 2 credits**
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. An expert forensic nurse (or other forensic clinician) will serve as the mentor for the student.

**GNFO 515 Research and Writing in Forensic Nursing - 1 credit**
This segment of the program reflects the credit hours earned in the process of writing a paper that is researched and written under the supervision of a faculty member. Research and writing skills are emphasized. The student will choose an independent study topic and will contract with a preceptor to study a specific area of forensic practice. The final paper will reflect the utilization of concepts in the synergy model for professional nursing practice applicable to the area of focus. Concepts set forth in the paper will incorporate the collaborative nature of forensic nursing practice to improve health and legal outcomes for forensic patients/and or perpetrators.

**GNED 500 Curriculum Design - 3 credits**
**Prerequisite: GPNG 504 Nursing Education and Administrative Processes**
This course is designed to give the student an in-depth knowledge of the curricular design process, multiplicity of factors that affect curricula within given institutions, and how target populations make a difference to the design and implementation. Synergy comes from the harmony existing between and among the philosophical approaches, the characteristics of stakeholders (students, faculty, patients, and institution), and the ability of the curriculum to match student/nurse characteristics with patient characteristics.

**GNED 501 The Art of Teaching - 3 credits**
**Prerequisite: GNED 500 Curriculum Design**
Teaching is a synergistic process emerging from a harmony between and among the teacher, the student, the patient, and the institution. The student is guided in the role of facilitator of learning including classroom, distance, and clinical teaching. Theories of learning, principles of learning, learning styles, and role of the environment is examined and the relationship of these in reaching synergy is stressed.

**GNED 502 Evaluation in Nursing Education - 3 credits**
**Prerequisite or concurrent: GNED 501 The Art of Teaching**
This course focuses on the process of evaluation in nursing education from measurement of individual learning to program evaluation. Synergy between what is taught and the methods of evaluation is essential to the evaluative process and to the ethical aspect of evaluation.

**GNED 503 Advanced Clinical Nursing (clinical) - 3 credits**
**Prerequisite: GNED 501 The Art of Teaching**
This clinical course focuses on the pursuit of advanced clinical nursing knowledge and the investigation of evidence-based practice that expands the clinical knowledge and skills of the learner. Under the guidance of a master's prepared preceptor, students enhance their own competencies and learn more about the significance of matching the patient characteristics with the competencies of the nurse for better patient outcomes.

**GNED 504 Nursing Education Role Practicum - 3 credits**
**Prerequisite: GNED 502 Evaluation in Nursing Education**
This course provides the opportunity for the student to enact the role of an educator in its entirety. This is done under the guidance of a faculty member or nurse educator who serves as the preceptor. Students examine the organizing framework and/or philosophy of the institution where they are enacting the role of nurse educator and incorporate this into their teaching of students, nurses, or patients.
GNFN 501 Family Counseling - 2 credits
The focus of this course is to enhance understanding of family structure, roles and functions. The impact of these concepts on family functioning will be explored. Family interviewing and assessment techniques will be explored as a basis for family interventions within primary care. The framework for the course is based on the synergy model.

GNFN 502 Primary Care of the Childbearing Age Family in Health and Illness - 4 credits
Prerequisite: GPFN 500 Differential Diagnosis in Primary Care
The focus of this course is providing comprehensive primary health care to individuals, families, specifically the childbearing-age population. The use of the Synergy Model will guide the discussion of client characteristics, nursing competencies, the health care system outcomes in a chosen area. Emphasis is on assessment of health states, nursing and medical management of common health problems, health education, health promotion, and disease prevention common to individuals and families of childbearing age.

GNFN 503 Primary Care of the Maturing Family in Health and Illness - 4 credits
The focus of this course is providing comprehensive primary care to adults, older adults, and maturing families. The use of the Synergy Model will guide the discussion of client characteristics, nursing competencies, and health care system outcomes in a chosen area. Emphasis is on assessment of health states, nursing and medical management of common health problems, health education, health promotion and disease prevention common to adults, older adults, and maturing families. Community health and concepts of cultural competency as well as the Synergy Model are integrated into practice settings.

GNFN 504 Clinical Diagnosis and Management Principles of the Family in Primary Health Care - 4 credits
In this course, the student applies knowledge and skills previously learned to function as a provider of comprehensive primary health care to individuals and families across the lifespan within the context of the community. 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.

GNFN 505 Role Seminar I for Advanced Practice Nursing - 1 credit
The focus of the course is on the synthesis of role theory and issues unique to the role of the advanced practice nurse. Professional issues, models of practice including the Synergy Model, and the role of the advanced practice nurse in primary health care and health promotion in regard to the competencies of clinical judgment, advocacy, caring, collaboration, systems thinking, diversity issues, and facilitation of learning within the clinical practice are emphasized.

GNFN 506 Advanced Practice Clinical Preceptorship - 4 credits
In this course, the student functions as a provider of comprehensive primary health care and provides evidenced based practices to prevent disease, promote, maintain, and/or restore the health of clients and/or families within a setting of the student’s choice. The student applies knowledge and skills previously learned and continues to develop and refine competencies for
primary care nurse practitioner practice that build on client, nurse, and health care systems outcomes as explicated in the Synergy Model.

**GNFN 507 Role Seminar II for Advanced Practice Nursing - 1 credit**
The focus of the course is on the synthesis of role theory and issues unique to the specific role of the advanced practice nurse practitioner. Management of clinical cases will be emphasized, based on theoretical understanding of professional, ethical, legal, and social issues, as well as models of practice, the synergy model in regard to systems thinking and the role of the nurse practitioner in health care management and health promotion.

**FOR THOSE STUDENTS ENTERING THE MSN/PMC PROGRAM SUMMER 2014 AND AFTER**

**GPNG 523 Historical and Contemporary Foundations for Advanced Nursing Practice - 3 credits (Theory)**
This course provides an introduction to the role of the nurse is 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 management, 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 508 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 510 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

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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.
**MSN Core Courses (15 credits for all MSN Students)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GPNG 523</td>
<td>Historical and Contemporary Foundations for Advanced Nursing Practice</td>
<td>3</td>
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<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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<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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</tbody>
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**Family (Individual Across the Lifespan) Nurse Practitioner (31 credits)**

**Clinical Core Courses**

- **GPNG 508 Pathophysiology for Advanced Practice Nursing** - 3 credits
- **GPNG 510 Pharmacology for Advanced Practice Nursing** - 3 credits
- **GPNG 528 Physical Assessment Advanced Practice Nursing** - 3 credits
  - Basic Physical Assessment is prerequisite
  - Campus Residency Week required
  - (40 lab hours + 35 additional precepted hours)

- **GNF N 508 Foundations of Family Care: Women** - 3 credits
- **GNF N 509 Foundations of Family Care: Infants, Children and Adolescents** - 4 credits
- **GNPN 508 is prerequisite**

**Nursing Education and Faculty Role (39 or 42 credits)**

**Clinical Core Courses**

- **GPNG 508 Pathophysiology for Advanced Practice Nursing** - 3 credits
- **GNF N 508 is prerequisite**

**Forensic Nursing (36 or 39 credits)**

- **Clinical Core Courses**
  - **GPNG 508 Pathophysiology for Advanced Practice Nursing** - 3 credits
  - **GNF N 508 is prerequisite**

- **GNF N 510 Pharmacology for Advanced Practice Nursing** - 3 credits
  - **GNF N 508 is prerequisite**
  - **Campus Residency Week required**
  - (40 lab hours + 35 additional precepted hours)

- **GNF N 513 Pathophysiology/Pharmacology for Advanced Nursing Practice** - 3 credits

**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
- **GNF N 508 is prerequisite**
**GNF N 519 and GNFO 520 are prerequisites**

**TOTAL = 36 or 39 credits**

**GNED 507 Foundations in Educational Theory for Professional Practice Disciplines** - 3 credits
**GNED 508 Innovative Curriculum Design and Evaluation** - 3 credits
**GNED 509 The Legal Environment for the Practice of Nursing Education** - 3 credits
**GNED 510 Advanced Clinical Nursing** - 3 credits
**GNED 511 Emerging Trends and Innovations in the Teaching of Nursing** - 3 credits
**GNED 512 Nursing Faculty Role Practicum** - 3 credits
- **GNED 510 is prerequisite**

**TOTAL = 39 or 42 credits**

**TOTAL = 45 credits**
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 degree in Nursing (MSN).

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.

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 the Graduate Advisor as well as the coordinators of the current specialty and the intended specialty.

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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
- Established contracts between the Duquesne University School of Nursing and both the clinical preceptor and agency in which a student plans to complete clinical or practicum hours. (*Once a student completes the approval process through the Footprints clinical
tracking system, the Clinical Coordinator will send and process the contracts appropriately.

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 should be sent to the Graduate Academic Advisor the semester prior to a student beginning a clinical/practicum course.

All health requirements should be sent to the University Health Service office the semester prior to a student beginning a clinical/practicum course.

**School of Nursing Clinical Requirements**

**CPR**
All students are required to present proof of current CPR training. Training must include adult and child CPR, obstructed airway, and Automatic External Defibrillator instruction. Courses sponsored by the following agencies are acceptable:

1. American Heart Association: Health Care Provider course
2. American Red Cross: Professional Health Provider course

**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* which can be found at [http://aha.channing-bete.com/heartsaver-courses/bloodborne-pathogens.html](http://aha.channing-bete.com/heartsaver-courses/bloodborne-pathogens.html). A student only has to provide proof of blood borne pathogens training once in their program.

**Additional Clinical Requirements**

Revised 8-20-14
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.

**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.

**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.

**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 Clinical Coordinator, Madelyn Gibson-Antonich at 412-396-6536 or gibsonantonichm@duq.edu.

To create a Footprints Preceptor/Agency request:

1. Access the web address [https://footprints.cr.duq.edu](https://footprints.cr.duq.edu)
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.

Students are only permitted to begin clinical once all clinical and health requirements have been 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. A letter of violation will be placed in the student’s file

**PRECEPTOR SELECTION FOR GRADUATE STUDENTS**

Students are responsible for selecting a preceptor for clinical courses. Criteria for graduate preceptors include:
1. Unencumbered professional license and/or national certification
2. Documented current practice in the field
3. Educational experience: Master’s degree preferred*
4. Commitment to high professional standards

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5. Previous preceptor experience is preferred
6. Interest in working with students with desire to foster student learning.
7. CRNPs are required to have a Master’s degree to be a preceptor for FNP students, national certification, and at least one year of clinical experience as a CRNP.

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.

CLINICAL FAILURES: FAMILY NURSE PRACTITIONER PROGRAM

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.

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

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

**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.

**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 (Appendix __)
4. The 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.
# Family Nurse Practitioner Program
## Remediation Plan

**Student Name:** _________________________________________________

**Clinical Faculty:** _______________________________________________

**Clinical Preceptor:** ____________________________________________

<table>
<thead>
<tr>
<th>Area of Unsatisfactory Clinical Performance</th>
<th>Goals</th>
<th>Activities</th>
<th>Method of Evaluation</th>
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**Student Signature:** ____________________________  **Clinical Faculty:** _________________

Revised 8-20-14
SHADOW HEALTH

The Digital Patient, created by Shadow Health, will be a required electronic program for students enrolled in the Advanced Physical Assessment course. The cost of this virtual program will be charged one time to the student account in the Fall semester in which the student is enrolled in the Advanced Physical Assessment course. The student will have access to this program and the digital patient for the duration of enrollment in the MSN program.

REMOTE PROCTOR NOW POLICY FOR ONLINE EXAMS

Remote Proctor from Software Secure Inc. (SSI; www.softwaresecure.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 SSI’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 RPNOW system will be used with online examinations as instructed by faculty.
- Students are required to establish identity following the procedures outlined in the RPNOW instructions.
- Students are responsible for self-testing the functionality of the system well in advance of all Remote Proctored exams in their courses, so that any troubleshooting that is required can be accomplished.
- Students should check with their course Faculty member for available Practice Exams.

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

Instructions to the Student:

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

Revised 8-20-14
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 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 (exam must be completed in the same room the “Exam Environment View” is completed in)
- 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.

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) and the student’s potential for success in the advanced practice role, including national certification.
The clinical qualifying examination will be offered in the fall semester during campus week. 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 on campus when it is offered. **A student must successfully pass the examination, at the pre-established passing score, in order to be eligible for progression to clinical management courses** (GNFN 508, GNFN 509, GNFN 510, and GNFN 511), in addition to meeting the University and School of Nursing graduation requirements.

For students who are not successful on the first attempt, two other exam attempts will be provided in a remote setting with the use of Remote Proctor. The initial exam and first retake will be available in the fall semester; if a student requires a third attempt, it will be offered in the following spring semester, **thereby delaying progression in the program**. Students who are not successful in their first or second attempt will also be required to implement a remediation plan, developed in consultation with the FNP Program Director. If a student does not pass after three attempts, they will not be allowed to progress in the Nurse Practitioner Program. Students are responsible for the cost of the original examination and all retake examinations, all retake examinations, and remediation materials. For the remediation process the APEA Q-Bank will be required and a plan devised with the FNP Program Director.

**COMPREHENSIVE EXAMINATION FOR NURSE PRACTITIONER STUDENTS**

The purpose of this 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 spring of the final semester in 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 Remote Proctor. 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. A student who fails the examination must retake the exam. Students will be given unlimited attempts to retake the examination and are not eligible for graduation until they have successfully completed the examination. Students are responsible for the cost of the original examination and all retake examinations, and all examinations, and the use of the APEA Q-Bank for remediation along with a plan devised with the FNP Program Director.

**LEXICOMP**

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 Lexicomp through the University. Lexicomp 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. Students are billed for this program when they begin the clinical management courses.

**TYPHON STUDENT TRACKING SYSTEM**

Graduate Nursing students enrolled in the Family Nurse Practitioner Program are required to document their clinical experiences 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. Payment is to be made directly to TYPHON and is the responsibility of the student.

**MSN INTEGRATIVE PAPER**

MSN students in the Nursing Education and Forensic Nursing programs will complete an integrative paper based on their designated specialty and completed during enrollment in their specialty capstone courses. These designated courses include the following:

Nursing Education – GNED 504 Nursing Education Role Practicum
Forensic Nursing – GNFO 515 Research & Writing in Forensic Nursing

The paper is to be of publishable quality as determined by the course faculty and must be judged as satisfactory in order to meet this requirement prior to graduation.

PMC Students in the Nursing Education program are not required to complete an Integrative Paper. PMC Students in the Forensic Nursing program are required to complete an Integrative paper as part of GNFO 515 Research & Writing in Forensic Nursing.

**FINAL INTEGRATIVE PAPER GUIDELINES**

Master of Science nursing students are required to complete a scholarly paper that demonstrates an advanced level of knowledge, writing, and professional competence. The paper should be relevant to the student’s chosen advanced practice area. The purpose of the paper is to foster greater understanding of evidence based principles, theory, or research. The paper should be research based, clinical practice based, policy or education based depending on your specialty area. The paper should address a pertinent practice question, controversy, or challenge using the literature to analyze the subject, addressing a variety of management strategies. Each specialty will have slight variations in the specific requirements. Ask your advisor for specific guidelines.

The ideal progression of the paper is for the development of the topic to begin in the core courses, and building on the ideas formed in these core courses, progress to the ultimate goal of developing a publishable quality paper in one’s specialty courses prior to graduation. The faculty
in the core courses will provide initial feedback and specialty graduate faculty will provide later guidance and feedback.

Students should obtain topic approval by their faculty advisor before initiating the paper. Available resources in the Gumberg online library should be explored. There are several journals available for your use which may serve as assistance in selecting an article and a suitable journal for publication.

Several drafts of the paper may be necessary to achieve a level of writing that is appropriate for submission to scholarly manuscripts.

**Style:** APA style or those suggested by author guidelines of the journal to which the article will be submitted.

**Page length:** 12-20 pages, or per journal author guidelines.

**Spacing:** Double spaced, 12 pt font.

**Use of Refworks or Endnote** reference manager software and Write-n-Cite is required. Refworks is provided free of charge to Duquesne students.

**Grading:** With the exception of Forensic students, grading will be pass/fail based on the grading rubric provided by individual specialty tracks.

**Completion of the paper is necessary for graduation.** Failure to successfully complete the paper prior to graduation will result in an extended semester(s) until the criteria are met. The due date for submitting the manuscript to the faculty is a minimum of one month prior to graduation or per specific MSN specialty guidelines.

**Guidelines:** You should utilize the Guidelines for Authors of the journal to which you plan to submit your final manuscript.

Refer to individual MSN specialty guidelines for specific examples and/or further guidance.

**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 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.
THE SCHOOL OF NURSING PHD PROGRAM
### SAMPLE PHD PROGRAM PLAN

#### PhD Program Plan (3 Year)
Summer Start 20__

Student: ____________________  Chair/ Advisor: __________________

<p>| Year One |  |  |
|------------------|------------------|------------------|------------------|</p>
<table>
<thead>
<tr>
<th><strong>SUMMER - FOUNDATIONS</strong></th>
<th><strong>YEAR</strong></th>
<th><strong>COURSE</strong></th>
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<tr>
<td>2015</td>
<td>GPNG 901</td>
<td>State of Science and Discovery</td>
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<tr>
<td>2015</td>
<td>GPNG 921</td>
<td>Foundations of Social and Distributive Justice in Health Policy</td>
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<td>2015</td>
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| Year Two |  |  |
|------------------|------------------|------------------|------------------|
| **FALL - SCIENCE, TRUTH AND KNOWLEDGE** | **SPRING - SCIENTIFIC TOOLS** | **SUMMER - GLOBAL VIEW** |  |
| **YEAR** | **COURSE** | **CR** | **YEAR** | **COURSE** | **CR** | **YEAR** | **COURSE** | **CR** |
| 2015 | GPNG 927 | Structure of Nursing Knowledge | 3 | 2016 | GPNG 923 | Methods of Scientific Inquiry I | 4 | 2016 | GPNG 924 | Methods of Scientific Inquiry II* | 4 |
| 2015 | GPNG 922 | Philosophy of Science and Theory | 3 | 2016 | GPNG 925 | Grant Writing | 3 | 2016 | GPNG 903 | Measurement Issues | 3 |
| 2015 | Qualifying Exam |  | 2016 | GREEV 610 | Statistics II or a cognate | 3 | 2016 | Cognate | 3 |
| **TOTAL** | **6** |  | **TOTAL** | **10** |  | **TOTAL** | **10** |  |

| Year Three |  |  |
|------------------|------------------|------------------|------------------|
| **FALL - IMMERSION AND ARTICULATION** | **SPRING - DEVELOPING INDEPENDANCE** | **SUMMER - DISSERTATION AND DISSEMINATION** |  |
| **YEAR** | **COURSE** | **CR** | **YEAR** | **COURSE** | **CR** | **YEAR** | **COURSE** | **CR** |
| 2016 | GPNG 931 | Applied Qualitative Practicum | 3 | 2017 | Cognate |  |  | 3 |
| 2016 | GPNG 915 | Dissertation Research Seminar: Topic Defense* | 3 |  |  |  |  |  |
| **TOTAL** | **9** |  | **TOTAL** | **6** |  | **TOTAL** | **3** |  |

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56 Credits Total without Stats  53 Credits if transferred  *Required on-campus visit  **Study Abroad

Approved 12/5/2014

Revised 8-20-14

82
COURSE DESCRIPTIONS

GPNG 901 State of the Science and Discovery (3 cr)
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 cr) - (Summer)
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 921 Foundations of Social and Distributive Justice in Health Policy (3 cr)
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 cr)
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 cr)
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 cr)**

**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 cr)**

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 cr) - (Summer)**

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 Polya 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 931 Applied Qualitative Practicum (3 cr) - (Spring)**

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 930 Applied Quantitative Methods (3 cr) - (Fall)**

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.
# PhD Program Plan (4 Year)
## Summer Start 20__

**Student:** ___________________________  **Chair/Advisor:** ___________________________

<table>
<thead>
<tr>
<th><strong>Summer after Admission</strong></th>
<th><strong>Fall Courses</strong></th>
<th><strong>Spring Courses</strong></th>
<th><strong>Summer Courses</strong></th>
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26 Credits Total without Stats 33 Credits if transferred  *Required on-campus  **Study Abroad

Approved 12/5/2014

Revised 8-20-14
COURSE DESCRIPTIONS

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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 cr)**
**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 cr)
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 cr)
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 cr) - (Summer)
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 931 Applied Qualitative Practicum (3 cr) - (Spring)
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 930 Applied Quantitative Methods (3 cr) - (Fall)
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 900 Theory Development (3 cr) - (Spring)
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 cr) - (Spring)
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 904 Qualitative Methods (3 cr) - (Fall)
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 cr) - (Summer)
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 on-line seminar.

GPNG 910 Health Policy - 3 credits  (Spring)
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.

Revised 8-20-14
**GPNG 920 History and Philosophy of Science (3 cr) - (Fall)**
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 928 Social Justice and Vulnerable Populations (3 cr) - (Spring)**
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 cr) - (Summer)**
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.

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

**GREV 610 Educational Statistics II - 3 credits**
This course is the second in a sequence of three statistics courses. The major topics focused upon are analysis of variance and multiple regression. Specific 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.

**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.
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.

Revised 8-20-14
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 time 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:

- 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, and,
  - Significance to nursing.
- A rationale for the selection of each committee member (approximately one paragraph)
- 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)

- **Student sends Dissertation and Committee Approval electronically (as outlined in the PhD Student Handbook) to the Graduate Programs Administrative Assistant for PhD Committee Approval an agreed upon deadline.**

- **Students will attend the Dissertation Topic and Committee Approval meeting, either live or virtually, at an assigned time.**

- **Graduate Administrative Assistant posts the proposal to Blackboard for PhD faculty review prior to the PhD Dissertation Topic and Committee Approval meeting.**

- **PhD Faculty review proposal and vote at the PhD Dissertation Topic and Committee Approval meeting.**

- **Student's Dissertation Topic and Committee Approval packet is approved.**

- **Student's Faculty Advisor notifies student of outcome.**

- **The Graduate Academic Advisor has the PhD Program Chair sign the form and sends the student an electronic copy for his/her records.**

- **An official Topic and Committee approval letter is sent from the Chair.**

- **The Administrative Assistant in the Office of Academic Affairs sends out a letter of adjunct (adjunct faculty status to the external member.**

- **Student sends Dissertation and Committee Approval electronically (as outlined in the PhD Student Handbook) to the Graduate Programs Administrative Assistant for PhD Committee Approval an agreed upon deadline.**

- **Students will attend the Dissertation Topic and Committee Approval meeting, either live or virtually, at an assigned time.**

- **Graduate Administrative Assistant posts the proposal to Blackboard for PhD faculty review prior to the PhD Dissertation Topic and Committee Approval meeting.**

- **PhD Faculty review proposal and vote at the PhD Dissertation Topic and Committee Approval meeting.**

- **Student's Dissertation Topic and Committee Approval packet is not approved.**

- **Student's proposed chair takes recommendations back to student for revisions.**

- **Student makes revisions and starts process from the beginning for the next PhD Committee general meeting.**
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)

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

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

Once approved, all committee signatures are collected, the student 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
THE DISSERTATION DEFENSE PROPOSAL (FORM #3)

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 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.
PHD FINAL DISSERTATION DEFENSE PROCESS (FORM #4)

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.

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

   - Student's Final Defense is approved
     - Student completed 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
   - 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

3. Student's Final Defense is approved
   - 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

Revised 8-20-14
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 below.
PHD RESIDENCY REQUIREMENTS

All PhD students are required to attend five (5) Doctoral Residency requirements during their programs of study. The first on-campus Doctoral Residency is scheduled during the month of May following admission. The purpose of this on-campus week is orientation to the Program. This Doctoral Residency is included as partial requirement of GPNG 901 State of Science and Discovery.

The second Doctoral Residency is scheduled during the summer semester of the second year of required course work. This residency includes a 10-14 day study abroad (GPNG 924 Methods of Scientific Inquiry II)

The third Doctoral Residency is scheduled during the fall semester of the second academic year for the three year program, and the fall semester of the third academic year for the four year program. This will include Topic and Committee Approval.

The fourth Doctoral Residency is scheduled during the spring semester of the second academic year for the three year program, and the spring semester of the third academic year for the four year program.

The fifth Doctoral Residency is the Final Dissertation Defense.

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 other 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

You must obtain the Duquesne University IRB transmittal forms and guidelines from the Administrative Assistant in the Office of Student Affairs or from the Duquesne University web site. www.duq.edu/research/human-subject-irb

Revised 8-20-14
GUIDELINES FOR APPLICATION TO DUQUESNE UNIVERSITY INSTITUTIONAL REVIEW BOARD (IRB) SUBMISSION

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

Begin the process early.

• Students begin the IRB application process once they have successfully defended their proposal. Please go to the following website for additional information: http://www.duq.edu/research/compliance

• 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 at http://www.duq.edu/research/compliance. 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 a written letter of 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: https://www.axiommentor.com/pages/irb/info.cfm. 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 OPTION FOR THE DISSERTATION

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

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

Manuscript 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 see the manuscript option video at the following website:
http://nursing.msl.duq.edu/Mediasite/Play/73a2815b7d2d430ebaadd840885458bc1d

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.

**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 50 double-spaced pages, including all tables and figures. The content of the dissertation proposal is 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. Background and Significance (~ 6-8 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. Importance of the research to health and nursing is described.
IV. Theoretical framework guiding the research is articulated, as applicable.

**C. Preliminary Studies (if applicable; ~ 4 pages)**

I. Preliminary work done by the student that is related to the proposed research is presented, e.g., pre-testing of instruments, pilot studies, and/or field work as appropriate.

**D. Research Design and Methods (majority of the pages in the proposal will be devoted to this section)**

I. Specifies details for the conduct of the dissertation research.
II. 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.
III. Timeline is included for the project from proposal defense through dissemination of the results.

*The following sections are not included in the 50-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.
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.
APPENDIX A: DISSERTATION TOPIC AND COMMITTEE APPROVAL (FORM #1)

DUQUESNE UNIVERSITY
PhD PROGRAM

SCHOOL OF NURSING

DISSERTATION TOPIC AND COMMITTEE APPROVAL (FORM #1)

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:

TOPIC:

DISSERTATION COMMITTEE:

Dissertation Chair: __________________________

Internal Member: ____________________________

External Member: ____________________________

Ad hoc, if applicable __________________________

Ad hoc, if applicable __________________________

Committee approved by PhD faculty

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

Revised 8-20-14
APPENDIX B: APPROVAL OF PROGRAM OF STUDY (FORM #2)

APPREHENSION OF PROGRAM OF STUDY (FORM #2)

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:  

<table>
<thead>
<tr>
<th>DISCERNMENT COMMITTEE:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation Chair:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal Member:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Member:</td>
<td></td>
<td></td>
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<tr>
<td>Ad hoc, if applicable</td>
<td></td>
<td></td>
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<tr>
<td>Ad hoc, if applicable</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Program of studies approved by Dissertation Committee

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

Revised 8-20-14
THE DISSERTATION DEFENSE PROPOSAL (FORM #3)

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

Revised 8-20-14
APPENDIX D: FINAL DISSERTATION DEFENSE (FORM #4)

FINAL DISSERTATION DEFENSE (FORM #4)

STUDENT:
DATE OF ADMISSION:
DISSERTATION TITLE:

DISSERTATION COMMITTEE:

Dissertation Chair: ____________________________
Internal Member: ____________________________
External Member: ____________________________
Ad hoc, if applicable: ____________________________

Approved by Dissertation Chair and Committee

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

Revised 8-20-14
THE SCHOOL OF NURSING DNP PROGRAM
# SAMPLE DNP PROGRAM PLAN

**CURRICULUM FOR THOSE STUDENTS ADMITTED TO THE PROGRAM BEFORE SUMMER 2014**

![DNP Program Plan Summer Start 2013](image)

## Summer Semester Immediately Following Admission

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>QPNS 924 Introduction to Doctoral Study</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(Faculty Mentors are assigned upon admission; please schedule time during Doctoral Week to meet with them.)</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>QPNS 994 Foundations of Research Scholarship</td>
<td>3</td>
</tr>
</tbody>
</table>

## Year One

### Spring Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>QPNS 927 Structure of Knowledge in Nursing Practice (core course)</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>QPNS 914 Epidemiology (elective)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>OR QPNS 923 Evidence Based Teaching (elective)</td>
<td></td>
</tr>
<tr>
<td>2013</td>
<td>QPNS 912 Clinical Scholarship for Evidence Based Practice (core course)</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>QPNS 929 Program Analysis and Evaluation (core course)</td>
<td>3</td>
</tr>
<tr>
<td>2013</td>
<td>QPNS 913 Identification of Capstone Practicum (core course)</td>
<td>1</td>
</tr>
<tr>
<td>2014</td>
<td>QPNS 925 Development of Capstone Proposal (core course)</td>
<td>1</td>
</tr>
</tbody>
</table>

Students will be assigned a Capstone Chair by the end of the Fall semester based on faculty availability and research interests. The student will register for the section of QPNS 923 Development of Capstone Proposal with the faculty member they are assigned.

In conjunction with the Capstone Chair, the student prepares and submits their Capstone Topic & Committee proposal to the DNP Committee (via the Graduate Advisor) by the established deadline. Once the project is approved, IRB approval must be sought.

### Summer Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>QPNS 917 Transcultural Care and Global Health Perspectives (core course)</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>QPNS 916 Health Care Information Systems (core course)</td>
<td>3</td>
</tr>
</tbody>
</table>

The student is to work with their Capstone Chair over the summer to develop their IRB proposal. All students are required to submit their IRB proposal by September 1. All students should also complete the steps for the required contractual agreement for the external member and agency in which they will be completing their practicum.

## Year Two

### Spring Courses

<table>
<thead>
<tr>
<th>Year</th>
<th>Course</th>
<th>CR</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>QPNS 910 Health Policy (core course)</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>QPNS 931 DNP Practicum I (180 practice hours) (core course)</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>QPNS 930 Theory of Complex Organizations (core course)</td>
<td>2</td>
</tr>
<tr>
<td>2015</td>
<td>QPNS 932 Practicum II (120-240 practice hours) (Minimum 2 credits required to meet core curriculum)</td>
<td>2-4</td>
</tr>
<tr>
<td>2015</td>
<td>QPNS 925 Curriculum Design (elective)</td>
<td>2</td>
</tr>
</tbody>
</table>

Students must complete all aspects of their Capstone project in the Spring semester in order to graduate in May.

Students must submit a final draft of their project (paper and poster) to their Capstone Committee for final approval by the established deadline. Once the Committee approves the final paper and poster a PDF version should be sent to the Graduate Advisor.

Students will disseminate their Capstone project at the DNP Capstone Presentation Day scheduled in May in conjunction with Commencement Activities.

Students are to follow the guidelines for developing their poster. Students are responsible for having their poster printed and transporting it to and from the DNP presentation.

Details on the Capstone Process can be found in the DNP student handbook on the DORI Intranet Site.

The Capstone project is to be developed throughout the entire DNP program even if there is not a dedicated course to complete work. APPROVED AS OF

Revised 8-20-14
### CURRICULUM FOR THOSE STUDENTS ADMITTED SUMMER 2014 AND AFTER

<table>
<thead>
<tr>
<th>FALL COURSES</th>
<th>SPRING COURSES</th>
<th>SUMMER COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>COURSE</td>
<td>CR</td>
</tr>
<tr>
<td>2014</td>
<td>GPNS 937 Structure of Knowledge in Nursing Practice</td>
<td>3</td>
</tr>
<tr>
<td>2014</td>
<td>GPNS 935 Epidemiology &amp; Biostatistics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete Proposal/IRB approval in DNP 1**

**Set up external member and agency contracts and implement project in DNP 2**

**Evaluate and begin write up**

<table>
<thead>
<tr>
<th>FALL COURSES</th>
<th>SPRING COURSES</th>
<th>SUMMER COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td>COURSE</td>
<td>CR</td>
</tr>
<tr>
<td>2015</td>
<td>GPNS 936 Health Care Policy &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>2015</td>
<td>GPNS 937 Ethical Leadership in Complex Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

**Complete write up, develop poster and present findings**

**Total 46 credits**

Approved on

Revised 8-20-14
## SIGNATURE COURSES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPNS 949</td>
<td>Foundations of Evidence Based Practice: Evaluation of Research</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 950</td>
<td>Foundations of Transformation: Translating Evidence to Practice</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 935</td>
<td>Epidemiology and Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 951</td>
<td>Program Analysis and Measuring Change</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 916</td>
<td>Health Care Information Systems</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 917</td>
<td>Transcultural and Global Health Perspectives</td>
<td>3</td>
</tr>
<tr>
<td>GPNG 928</td>
<td>Social Justice and Vulnerable Populations</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 936</td>
<td>Health Care Policy and Finance</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 937</td>
<td>Ethical Leadership in Complex Organizations</td>
<td>3</td>
</tr>
<tr>
<td>GPNS 952</td>
<td>Leadership Residency I</td>
<td>4</td>
</tr>
<tr>
<td>GPNS 953</td>
<td>Leadership Residency II</td>
<td>4</td>
</tr>
</tbody>
</table>

## COURSE DESCRIPTIONS

Revised 8-20-14
CURRICULUM FOR THOSE STUDENTS ADMITTED TO THE PROGRAM BEFORE SUMMER 2014

*GPNG 910 Health Policy (3 cr)*
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.

*GPNS 912 Clinical Scholarship for Evidence Based Practice (3 cr)*
This course emphasizes the relationship between nursing interventions and patient outcomes and enables the student to conceptualize, provide a rationale and measure nursing interventions. Patient outcomes are evaluated and related research examined. Clinical protocols, practice guidelines, data-bases and nurse sensitive measures are defined and explicated.
**Prerequisites: Admission to DNP program or permission of faculty.**

*GPNS 914 Epidemiology (3cr)*
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. Examination of major health problems such as cancer, chronic disease, and infectious processes is included.

*GPNS 916 Health Care Information Systems (3 cr)*
A multidisciplinary approach to informatics will be used to incorporate nursing science, computer science 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.

*GPNS 917 Transcultural Care and Global Health Perspectives (3 cr)*
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 924 Introduction to Doctoral Study (1 cr)*
An on-site orientation is coupled with guided learning in tools and approaches to foster success in doctoral education. Required first course in DNP program.

GPNS 925 Development of Capstone Proposal (1 cr)
Guided study to assist with the refinement of capstone proposal and establishment of practicum arrangements.

GPNS 926 Curriculum Design (2 cr)
The examination of curriculum models in nursing education will provide the framework for the analysis of approaches to organizing learning experiences into a total program of study. Attention will be directed at the processes used to create a 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.

GPNS 927 Structure of Knowledge in Nursing Practice (3 cr)
This course introduces nurses in advanced practice to the development and application of knowledge in nursing. It emphasizes how knowledge is acquired, the theoretical underpinnings upon which nursing practice is based, and the application of knowledge to practice. Various forms of knowing as a component of nursing practice are explored. The development and use of theory in practice are brought together from the perspective of clinical nursing and other disciplines as a foundation for effecting change in nursing and healthcare.

GPNS 928 Evidence Based Teaching (3 cr)
This course examines the state of knowledge of the relationship between the science of nursing education and student learning outcomes. Relevant research findings about teaching and learning will be explored to stimulate a scholarly orientation to developing learning activities and to studying existing nursing education practice and traditions. The goal of the course is to foster evidence based teaching approaches to improve the quality of nursing education.

GPNS 929 Program Analysis and Evaluation (3 cr)
This course will emphasize the analysis and evaluation of program outcomes within a variety of set-tings. Emphasis will be placed the identification of appropriate evaluation instruments to the context of the organization. An overview of the process will include the use of models; selection of instruments; data collection procedures; cost effectiveness and ROI; and the means to interpret, report, and utilize findings. Results can be used to make decisions about improvement in organizational functioning.

GPNS 930 Theory of Complex Organizations (2 cr)
This course will address the major approaches in organization theory with application to clinical and academic environments. This exploration will focus on organizational structure, resource dependence, strategy, symbols, institutional theory, organizational culture, socialization, leadership and decision making.

GPNS 931 DNP Practicum I (3 cr)
Intensive practice experience in the student’s specialization/capstone project. Focus will be on evidence based practice and the application of research into practice. Particular attention will be directed at the analysis and evaluation of the transformation of the student’s practice. Exploration or refinement of the capstone project is an integral expectation of the course.

**GPNS 932 DNP Practicum II (2-4 cr)**
Continuation of the practice and capstone project begun in DNP Practicum I. Focus will be on the completion of the capstone project/scholarly including plans for the dissemination of outcomes and future directions for scholarly projects.

**GPNS 934 Foundations for Research and Evidence Based Practice (3 cr)**
Represents an early course in the Doctor of Nursing Practice (DNP) program. This course provides an emphasis on a scholarly approach to problem solving based on translation and application of research evidence. The DNP student will have gained the knowledge to apply this approach to performance improvement activities that systematically address important practice problems for populations of patients, communities, and clinicians working in diverse high-performance teams.

**CURRICULUM FOR THOSE STUDENTS ADMITTED SUMMER 2014 AND AFTER SIGNATURE COURSES**

**GPNS 912 Clinical Scholarship for Evidence Based Practice**
This course is designed to support the DNP student in developing clinical scholarship skills. Students will investigate clinical problems using a systematic approach to search for the best available clinical evidence. DNP students will practice methods for evaluating clinical evidence and apply their findings in practice. Students will consider the implications of translating clinical evidence into practice in the context of an interdisciplinary health team. Finally, dissemination of clinical practice scholarship will be discussed as a critical element of DNP practice.

**GPNS 916 Health Care Information Systems**
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**
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 927 Structure of Knowledge in Nursing Practice
This course introduces nurses in advanced practice to the development and application of knowledge in nursing. It emphasizes how knowledge is acquired, the theoretical underpinnings upon which nursing practice is based, and the application of knowledge to practice. Various forms of knowing as a component of nursing practice are explored. The development and use of theory in practice are brought together from the perspective of clinical nursing and other disciplines as a foundation for effecting change in nursing and healthcare.

GPNG 928 Social Justice and Vulnerable Populations
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 929 Program Analysis and Evaluation
This course will emphasize the analysis and evaluation of program outcomes within a variety of settings. Emphasis will be placed the identification of appropriate evaluation instruments to the context of the organization. An overview of the process will include the use of models; selection of instruments; data collection procedures; cost effectiveness and ROI; and the means to interpret, report, and utilize findings. Results can be used to make decisions about improvement in organizational functioning.

GPNS 934 Foundation for Research and Evidence Based Practice
This represents an early course in the Doctor of Nursing Practice (DNP) program. Since the intent of the DNP degree for the nursing profession is to elevate practice, this course provides an emphasis on a scholarly approach to problem solving based on translation and application of research evidence. The DNP student will have gained the knowledge to apply this approach to performance improvement activities that systematically address important practice problems for populations of patients, communities, and clinicians working in diverse high-performance teams.

GPNS 935 Epidemiology & Biostatistics
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 Policy and Finance
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.
ROLE IMMERSION COURSES

**GPNS 938 DNP Role & Doctoral Practice Thesis Identification**
Guided study to identify role components of the advanced practice nurse pursuing a Doctor of Nursing Practice (DNP). Exploration and identification of topic area for the thesis project.

**GPNS 939 DNP Practicum I: Development of the Doctoral Practice Thesis**
In this course, students are expected to synthesize the knowledge that they have gained from signature and role immersion DNP courses to develop a scholarly project that demonstrates the application of evidence-based practice to a clinical specialty. Through mentorship of the DNP chairperson, the student will refine and develop a project proposal for their doctoral practice thesis. The course will culminate in the submission of a successful IRB proposal for the project.

**GPNS 940 DNP Practicum II: Implementation of Doctoral Practice Thesis**
This course involves the continuation of the practice and doctoral practice thesis project begun in GPNS 939 Practicum I: Identification & Planning. The focus of this course will be on the implementation of the doctoral practice thesis at the agency selected by the student.

**GPNS 941 DNP Practicum III: Evaluation & Dissemination Doctoral Practice Thesis**
This course involves the continuation of the practice and quality improvement initiative begun in DNP Practicum I and DNP Practicum II. Focus will be on evaluation of the quality improvement initiative outcomes and beginning the process of dissemination of the outcomes through the doctoral practice thesis.

CURRICULUM FOR THOSE STUDENTS ADMITTED SUMMER 2015 AND AFTER

**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 address 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 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 leadership or clinical goals. Doctoral students, under the direction of their DNP Advisor, will select an area of role development that corresponds to the doctoral track: Practice or Executive. In consultation with the student’s doctoral advisor, students will identify a set of objectives for their DNP Residency and complete a course contract. 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 leadership or clinical goals of each DNP student. Doctoral students, under the direction of their DNP Advisor, will continue in the residency associated with their select area of role development: Practice or Executive. In consultation with the student’s DNP Advisor 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.
DNP PROGRAM POLICIES
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

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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.

**ON-CAMPUS REQUIREMENT**

All DNP students are required to attend a minimum of four (4) visits on campus during their program of study:

- On-Campus Experience 1: One week immersive orientation to include face to face class meetings and faculty meetings.
- On-Campus Experience 2: Writing intensive workshop to develop draft of practice thesis proposal.
- On-Campus Experience 3: Transcultural immersion experience for Transcultural and Global Health Perspectives.
- On-Campus Experience 4: DNP Project presentations.

**DOCTOR OF NURSING PRACTICE (DNP) PROGRAM**

The primary outcome of the program is the development of a transformational leader in populations, systems (including information systems), organizations, and state or national policies (AACN, 2007). The online Post Master’s 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.

**DNP Program Outcomes**

The graduate of the DNP program will:

1. Demonstrate effective clinical judgment in the interpretation, application, and evaluation of multiple sources of data and evidence.
2. Promote and model interprofessional collaboration.
3. Empower colleagues, patients, families and communities to act on behalf of justice.
4. Design, implement, and evaluate strategies to transform processes and systems to enhance patient care services and outcomes.
5. Create collaborative learning environments and relationships to advance patient comfort and safety.
6. Foster the exploration of knowledge for translation in the delivery of health care services.
7. Establish culturally competent environments and systems of care that respect diversity.
8. Model ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.
9. Lead change to transform cost, quality and access to health care services.

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The doctoral practice thesis and professional portfolio represent the summative evaluation of achievement of the program outcomes.

**THE DOCTORAL PRACTICE THESIS**

Doctoral projects reflect the student’s attainment of the characteristics of the graduate for the Doctor of Nursing Practice degree identified in the AACN (2007) *Essentials of Doctoral Education in Nursing* document and the objectives of the program. As explained in the *Essentials*,

Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work and lays the groundwork for future scholarship. For practice doctorates, requiring a dissertation or other original research is contrary to the intent of the DNP. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. Unlike a dissertation, the work may take a number of forms. One example of the final DNP product might be a practice portfolio that includes the impact or outcomes due to practice and documents the final practice synthesis and scholarship. Another example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, or other practice project. **The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes (p. 20).**

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

**Choosing a Topic**

Identifying potential doctoral projects should begin as soon as the student meets with faculty during the Doctoral Campus Week. Further development of the area of interest takes place during the first course of taken by students, GPNS 949. Throughout this course students explore the role of 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.

Students must identify a client population they would like to work with and their choice of either advance practice or leadership roles. Students may have worked with a specific population for many years and they may wish to continue working with this population or may choose a new population if they believe their career will take a divergent path during the program or upon completion of the program. Many resources are available to assist students in determining a topic for their project including other student’s projects, faculty interest lists, the University libraries, and numerous websites that have completed DNP project abstracts listed.

Through this preliminary work the student will identify a Practice Thesis Chair as soon as possible. The process of selecting Chair begins through interactions and networking with faculty during Doctoral Campus Week. By interacting with as many graduate faculty members as possible, students can identify and discuss their major areas of interest. Usually the final selection of your chair is made during or following GPNS 939. Students are encouraged to contact the potential chair to discuss their topic and the faculty’s interest and availability. The Chair must agree to serve in this role which includes the following:

• Assist in development of the DNP Competencies Achievement Planning Form (Appendix X) that guides the development of the students practice thesis, residency and portfolio activities with the achievement of the DNP competencies.
• provide guidance in the development of the Practice Thesis topic from the proposal stage through completion of the project’s final defense
• provide overall supervision of the project
• raise questions and serve as an informed critic
• provide specific recommendations for improvement
• serve as faculty of record for all final practicum hours
• ability to meet specified timeline for project completion (i.e., available during summer breaks).

As the student and the identified Chair continue to develop the Practice Thesis 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 Director; 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 Projects**

1. Creation, implementation, and evaluation of a new health initiative or program at a local or state level.
3. Evaluation and revision of an existing health program.
4. Extensive needs assessment of a system and participation in the change process within that system.
5. Health policy development, evaluation or change at the local, state, or federal level through partnering with health care organizations, political representatives, and/or community representatives.
Components of the Doctoral Practice Thesis Proposal

The Doctoral Practice Thesis Proposal is to be submitted by the established deadline (Phases of the DNP Experience). The proposal is to be consistent with and formatted to the most recent edition of the APA style manual. See Proposal Review in Appendix A.

At a minimum, the proposal should include:

Title Page: This includes the name of the project, student name and academic credentials, name of academic institution, the date and the words, “Doctoral Practice Thesis Proposal.”

Abstract: Limit the body of your abstract to 500 words, double-spaced and use font Times New Roman 12. 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 Practice Thesis Chair for their approval. The Chair will present the Proposal Abstract and the Rationale for the Committee membership to the DNP committee for review. Decisions regarding the proposal will be sent directly to the student by the DNP Program Coordinator, with CC to the Chair. A rubric detailing suggestions for improvement (if necessary) will be included in the mailing.

DOCTORAL PRACTICE THESIS COMMITTEE GUIDELINES

There will be a minimum of two members on the committee, at least one of which is a school of nursing faculty member and is the chair. The external member takes an active role in clinical supervision, monitoring and evaluation of the student in the residency experience.

Depending on the topic being explored, the needs of the student and the judgment of the chair, additional committee members can be added.

The role and function of committee members over and above the chair and the external mentor must be established at the time of appointment to the committee. Such individuals may or may not be full voting members of the committee; they may be consultants or local experts in the student’s area of interest.

Chair/ Internal Member
Chair of the Doctoral Practice committee must be a faculty member of the school who holds a terminal degree in an area of advanced nursing practice, which includes administration, education and public health. The Chair will work with the student to develop the DNP Competencies Achievement Planning Form (Appendix X) that guides the development of the students practice thesis, residency and portfolio activities with the achievement of the DNP competencies.

The Chair works with the student to assure IRB compliance, mentor student through preparation of the Doctoral Practice Thesis project proposal, the project development, implementation, and evaluation process. In addition, the chair is responsible for approval of the final written Doctoral Practice Thesis Project manuscript and sign off on the completed Practicum Portfolio.

**Preceptor/ External Member**

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

2. The DNP faculty reserves the right to assess the credentials of all individual applications for preceptors/external members and to make the final decisions regarding their appointment.

The external member 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 Doctoral Practice Thesis
- Offer feedback and evaluate the student’s progress for every semester of the practicum Doctoral Practice Thesis
- Certify completion of clinical practice hours
- Participate in fostering and facilitating the completion of the Doctoral Practice Thesis
- Participate with faculty and DNP committee

**To avoid any conflict of interest, your preceptor cannot be a relative, significant other, close friend, or be in the same practice with those individuals.**
PHASES OF THE DNP EXPERIENCE (Admitted Summer 2014)

During the first year, students complete our Signature courses to help to develop clinical questions, formulate a strategy for an effective literature review, investigate background literature for topic of interest, and to explore the link between evidence and practice as it applies to topic of interest. In addition students will begin to develop practicum plan to be used for the Professional Portfolio.

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Deliverable</th>
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<tbody>
<tr>
<td>Summer: Year 1</td>
<td>Committee Chair Appointed</td>
</tr>
<tr>
<td>Fall: Year 1</td>
<td>Pre-proposal planning meeting with Chair</td>
</tr>
<tr>
<td>Spring: Year 1</td>
<td>Pre-proposal planning meeting Topic Development with chair- By February 15</td>
</tr>
<tr>
<td>Summer: Year 2</td>
<td>Draft Topic Abstract to Chair</td>
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</tbody>
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Practicum courses begin during the second year of study. Students develop their project proposals and begin to work on their practicum plan, which is documented in the student’s Professional Portfolio.

| Fall: Year 2            | Chairs present Proposal to committee @ October meeting | Complete Proposal to Chair- Sept 15 |
|                         | Portfolio development and review with Chair          | IRB Proposal to Chair-Oct 30       |
|                         | Virtual Online Campus Visit                         |                                |
| Spring: Year 2          | Project implementation & Data Collection            | Set up external & agency contracts-Jan 30 |
|                         | Portfolio review with Chair                         | Satisfactory Preceptor Evaluation |
| Summer: Year 3          | Project evaluation and Data Analysis                | Manuscript Draft: July 1 Satisfactory Preceptor Evaluation |
|                         | Identify Target Journal Evaluate and begin write up |                                |

** In the event a student wishes changes in either the project or the committee members a request with a rational must be submitted to the DNP Committee with the Chair of the student’s committee’s permission. Change that significantly impacts the timeline for completion of the project will likewise impact the timeline for completion of graduation requirements. Students are to complete and submit the DNP Doctoral Practice Thesis or Committee Member Change Request Form which is Appendix X of this document.

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 advance practice certifications
- Formal goal statement regarding your interest in DNP

Students will meet with their DNP Chair during their first or second semester to identify objectives that reflect the achievement of DNP Essential competency areas and Duquesne DNP Program outcomes. Students should review course objectives and consider their planned thesis topic and plan appropriate activities throughout their program culminating in their DNP Leadership Residency. The *DNP Competency Achievement Planning Form* documenting meeting all DNP competencies must be approved by their Chair by the end of the second semester. Evidence of achievement of the stated objectives will be documented in the Professional 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 (up to 75 hours for certain courses)
- Presentations
- Publications
- Clinical practice guidelines
- Policy planning/implementation
- Case studies
- Conferences activities
- or other agreed upon activities.

The updated Portfolio and Competency Achievement Planning Form is submitted to the Chair for formative evaluation at the end of each semester. The completed portfolio must be submitted for summative evaluation at the end of the student’s final semester in the program. The portfolio will be evaluated by the student’s Chair and the DNP committee and/or the DNP Coordinator utilizing criteria delineated in the DNP Professional Portfolio Rubric and established guidelines for organization and sequencing of portfolio content. See Appendix XXX for the portfolio template

**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 $75. The user ID and password will be assigned by the
Clinical Coordinator at the School of Nursing. Training on the utilization of Typhon to maintain Portfolio documents and clinical hours will be provided during the student’s first semester.

**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 objectives.

**Requirements/Procedures:**

**Clinical Hours**
In accordance with the DNP Essentials (American Association of Colleges of Nurses, 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. It is not a review of employment experiences or continuing education courses. In order to be considered, 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 DNP Chair will include all approved clinical experiences and hours in the **Residency Column** of the **DNP Competencies Achievement Planning 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 DNP Chair. Residency Objectives are recorded on the **DNP Competencies Achievement Planning Form**. 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 of these objectives is documented in the **DNP Portfolio** through logs of clinical hours and experiences in the Typhon system and a self-evaluation at the end of each clinical experience.

**Residency Content**
Residency requirements, including clinical hour requirements for each residency experience, will vary depending upon the residency objectives, site selected and competencies identified by the...
student and their DNP Chair. Students will develop specific residency objectives for each DNP competency that are integrated with their practice thesis objectives.

Residency Supervision

Residency experiences must be supervised by one or more expert preceptor at the residency site. The primary expert preceptor should be the external member of the students DPT committee. The preceptor will supervise the student during the residency period and certify the achievement of the objectives delineated for each rotation or residency experience. Students will work with the DNP Residency lead faculty in identifying residency preceptors/mentors and completion of contracts and required communications. Once identified and residency objectives are drafted the student must seek approval from their Chair. At the end of the residency experience for any residency site, the preceptor mentor will complete an evaluation of the student’s experience and certify their clinical hours/experience log.

Prior to starting residency hours, students must insure affiliation agreements are in place for clinical sites and preceptor approval. The DNP Residency Lead Faculty will work with the students on the adequacy of the clinical placements and maintains the student evaluations in partnership with the clinical site preceptor. The student, along with the DNP Residency faculty and DNP Chair, works with their clinical expert to coordinate implementation and completion of the DNP Practice Thesis.

Keeping on Schedule

When you are developing the schedule for your project, be sure to leave enough time at the end for writing and revising the paper. Unlike a course paper, your project will need to be revised until it is acceptable to your committee. This takes time, because after you prepare a draft, you have to give your committee members a reasonable amount of time to read it (a minimum of 2 weeks); and then you will almost always need to make revisions. It is probably wise to allow for at least 2 or 3 fairly extensive revisions and a final editing.

Remember that the timely completion of your project is YOUR responsibility

This includes identifying a project and faculty person to work with, persisting in working on the project through completion, and staying in touch with your Doctoral Practice Thesis chair along the way.

Information on copyrighting your work

While dissertations must be copyrighted, it is an option for Doctoral Practice Thesis to be copyrighted. We strongly recommend that you copyright your work especially if you plan on publishing it, for your own protection. For information on how to copyright your work please log on to http://www.copyright.gov/register/ and “register” your work. Please note that there is a fee associated with copyrighting your work.
Completing a Doctoral Practice Thesis at a Veteran’s Administration Health System Site

While completing a Doctoral Practice Thesis 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.

GRADUATION REQUIREMENTS

A candidate for the Doctor of Nursing Practice degree 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 required courses according to grading policy and completed credits for respective program specialty program of studies.
3. Successfully completed a Doctoral Practice Thesis
4. Signed approval from DPT committee of poster presentation
5. Submitted a Professional Portfolio according to submission date deadlines
6. Completed satisfactorily all practicum hours.
7. Received a satisfactory evaluation by the practicum preceptor (external member)
8. Satisfactorily completion the Doctoral Practice Thesis manuscript as determined by the student's Doctoral Practice Thesis Chair.
9. Returned all Approval Forms signed by Doctoral Practice Thesis Committee (Appendix D)

Notes:

- DNP students will follow the author guidelines of the targeted peer-reviewed journal when writing their final manuscript.
- While students are not required to submit the manuscript prior to graduating or as a graduation requirement, they are expected to have produced a manuscript of publishable quality as determined by the Doctoral Practice Thesis Chair.
- Students should acknowledge in the manuscript that it was developed during their Doctor of Nursing Practice (DNP) Program at Duquesne University School of Nursing, Pittsburgh, PA.
- Students should acknowledge the contributions of their specific Doctoral Practice Thesis chair and preceptor as appropriate and with their permission.

Although students move through courses as a cohort, the Doctoral Practice Thesis and portfolio requirement must be completed by semester deadlines. In the event successful completion is not possible, an “I” grade or additional semester may be required until the Doctoral Practice Thesis project and Portfolio are accepted by the student’s Doctoral Practice Thesis committee.

Revised 7-21-14
Eligibility for graduation is determined by the Graduate Advisor at the end of the semester preceding the semester of graduation. However the final recommendation for the degree completion of the Doctoral Practice Thesis and Professional Portfolio is based on the recommendation of the student’s Doctoral Practice Thesis chair. 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.
APPENDIX A: DNP PROPOSAL REVIEW RUBRIC

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.

(Also available electronically on Graduate Advisors Blackboard site)

*Individual Member Version (Can go to Chairs)*

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<th>Acceptable</th>
<th>Minor Revision*</th>
<th>Major Revision**</th>
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<tr>
<td><strong>Background and Significance</strong></td>
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<tr>
<td>Clearly defines problem and purpose</td>
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<td>Background information/literature supports problem</td>
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<td>Problem/change clearly identified and appropriate to clinical area</td>
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<td>Scope of project realistic and appropriate</td>
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<td><strong>Project Design/Methods</strong></td>
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<td>Uses an appropriate framework (theoretical/conceptual/practice) to guide project design</td>
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<td>Setting and population clearly described</td>
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<td>Interventions/change/method is/are based on evidence</td>
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<td>Tools/measures described and clearly linked to outcomes</td>
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<td>Outcomes are feasible and stated in measurable terms</td>
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<td><strong>Data Analysis Plan</strong></td>
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<td>Data analysis is clear</td>
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<td>Appropriate for scope of project</td>
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*Comments for all checks under Major Revisions:

**Comments for all checks under Minor Revisions:
APPENDIX B: DNP DOCTORAL PRACTICE THESIS OR COMMITTEE 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 Doctoral Practice Thesis
Change in Doctoral Practice Thesis Committee composition

Requested Change and Rationale:

For DNP Program Chair use only:

_________________________________________   Date:

Signature of DNP Program Chair

Student must submit a copy of this form to the Committee Chair and members, and the Chair of the DNP Program.

**This form is used only if there is a change in the Doctoral Practice Thesis or a committee member once the original Doctoral Practice Thesis proposal approval has been granted.
APPENDIX C: DNP DOCTORAL PRACTICE THESIS POSTER GUIDELINES

The poster should include the following information:

- The title of the Doctoral Practice Thesis
- The student’s name
- The Doctoral Practice Thesis Committee members’ names

The poster may include (but is not limited to) the following headings:

- Objectives
- Methods
- Data Collection
- Data Analysis
- Findings & Discussion
- Limitations, Recommendations and Implications

The poster templates (in PowerPoint) are available on the School of Nursing DORI site under the DNP tab and the Graduate Advisor’s Blackboard page.

Students may access the Duquesne University logo to use on their posters on the School of Nursing Intranet Site on DORI under the DNP tab.

Students are not permitted to print their DNP credential on their poster for the DNP presentations as the students will not have graduated from the program at that time.
APPENDIX D: DNP DOCTORAL PRACTICE THESIS FINAL APPROVAL FORM

All forms are available in Microsoft Word format on the School of Nursing Intranet Site on DORI and the Graduate Advisor’s Blackboard Site.

Student Name:               Date:

Doctoral Practice Thesis Paper completed

Doctoral Practice Thesis Poster completed

Title of Doctoral Practice Thesis:

_________________________________________________________________

_________________________________________________________________

Doctoral Practice Thesis Committee Chair (Please print)

Signature of Doctoral Practice Thesis Committee Chair               Date

_________________________________________________________________

External Committee Member or Preceptor (Please print)

Signature of External Committee Chair or Preceptor               Date

Alison Colbert, PhD, APRN

Associate Dean for Academic Affairs

_________________________________________________________________

Signature of Associate Dean for Academic Affairs               Date