Dear Graduate Student,

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

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

The School of Nursing has a rich innovative 83-year history that includes the first online PhD in Nursing Program in the nation in addition to other groundbreaking programs such as our Forensic Nursing Program. The School of Nursing offers endless professional and personal opportunities for students and faculty. Some of our achievements and innovations include:

- Recognized by the National League for Nursing as a Center of Excellence for Creating Environments that Enhance Learning and Professional Development
- Ranked #62 in Best Graduate Schools by the U.S. News and World Report
- Ranked #10 in Most Military Friendly Colleges
- Ranked #45 in Graduate Nursing Online Programs by U.S. News & World Report
- Offering outstanding online academic programs for clinicians and aspiring advanced practice nurses and leaders
- A Center for Research for Underserved and Vulnerable Populations dedicated to building a community of scholars that includes both faculty and students with a particular emphasis on topics related to health disparities, cultural competence, and chronic deviations from health
- Exciting study abroad opportunities in our BSN, DNP, and PhD Programs
- Hosting the annual Rita M. McGinley- Rice Symposium Exploring Social Justice for Vulnerable Populations
- A strong emphasis on nursing ethics
- A knowledgeable, caring committed faculty who are expert clinicians, researchers, teachers, and mentors
- A commitment to improve the health and well-being of culturally diverse individuals, groups and communities across the nation and globe
- Technology infused, evidence-based programs

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

Sincerely,

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INTRODUCTION
INTRODUCTION

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

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

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

In 1986, the Graduate Nursing Program was opened to offer the Master of Science in Nursing. Today, the areas of specialization offered are: Family Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Adult Gerontology Acute Care Nurse Practitioner, Forensic Nursing, Nursing Education and Faculty Role, and Executive Nurse Leadership and Health Care Management.

In fall 1994, the Graduate Nursing Program expanded to include study for the Doctor of Philosophy (Ph.D.) in Nursing. In 1997, this program was offered online and became the first online PhD program in the country.

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

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

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

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

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

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

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

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

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

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

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

**MSN/PMC Program Outcomes**
The advanced practice nurse will synchronize the nurse competencies with patient characteristics in facilitating health care delivery as follows:

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

**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 Outcomes**

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

The graduate of the DNP program will:

1. Demonstrate effective clinical judgment through the synthesis and interpretation of multiple data sources and the efficient use of multidisciplinary collaborative approaches
2. Function as a moral advocate for patients, families, and communities, advancing their empowerment in complex situations
3. Model astute awareness of patient and family needs, anticipating their changing requirements and ensuring patient comfort and safety in all care planning
4. Actively seek opportunities to teach, mentor, and facilitate the professional development of colleagues
5. Develop, integrate, and foster strategies to address issues within the system to enhance patient care services and outcomes
6. Integrate system-wide responses to health care diversity requirements among patients and staff
7. Develop creative educational programs for the system to address patient needs, staff development, and student achievement
8. Foster the exploration of new knowledge to address issues in the delivery of health care, especially nursing care
9. Advocate for culturally competent environments and systems of care
10. Sponsor and model ethical decision making in all aspects of practice with the self, patient, family, community, and health care delivery systems

**Your Parents, Spouse, and Family and Your Education**

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

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

**To that end, School of Nursing faculty, staff, and administrators make it a general policy not to talk to parents, spouses, or family about student issues.** If you are having difficulty in a class, with a school policy, or with an instructor, you are expected to understand the “chain of command” in place and pursue the appropriate action. Questions about the process are most easily addressed by reading the Handbook; if that is not clear, you should talk to your Academic Advisor or the Office of Student Affairs. There are exceptions to this policy, such as if you are in the midst of an emergency and not able to communicate directly, or if the situation is a matter of safety or security that must include notification of parents or family. But the majority of the time, **we expect that all school related communication be with students directly, and not with parents, spouses, or family.** For matters where parents must be involved, students must also be present (unless unable, due to circumstances). Students are sometimes under the erroneous impression that having parents call is more effective, but the truth is that it often delays action, and results in the same outcome. Your Academic Advisor and all faculty members are here to help you learn the skills you need to advocate for yourself and your future patients; part of the learning process includes taking on that role as a student.

**Multipass Instructions**
The University uses a MultiPass system that will allow you to access a variety of electronic resources at Duquesne through the internet. DORI (Duquesne Online Resources and Information) is the portal through which you can access information, including the ability to view and print your course schedule, and access your DU email and Blackboard. To begin the process, you must initialize your MultiPass account at [www.duq.edu/multipass](http://www.duq.edu/multipass). Follow the directions on the MultiPass website to set up your account. To make the transition a little easier, we have directions for accessing your student schedule, your DU email, and Blackboard in this handbook. Please remember that you must initialize your MultiPass account in order to gain access to these resources.

**Email**
An email account is automatically created for you once you return your acceptance form indicating your intention to enroll. You may access this account from anywhere. This is the account to which all official email from the School of Nursing and faculty will be sent. You are to use this account for ALL Duquesne communication. Students are expected to check their email every 24 hours during the school week, Monday - Friday.

1. Log on to DORI
2. Click on the email icon in the blue bar at the top of the page
Technology Requirements for Nursing Students

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

**Computer**
- Windows 10 or later or Mac OS X 10.13 High Sierra or later
- (Chromebooks and iPads are **not** acceptable)
- Intel Core i5 processor or higher, no older than 2014
- 8 GB RAM or greater recommended
- Broadband Internet connection at least 2 Mbps download and 2 Mbps upload speed
- Webcam for video conferencing and proctored exams
- Microphone (Webcam with integrated microphone sufficient)
- Headphones
- Speakers

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

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

Technical Standards

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

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

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

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

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

General Abilities

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

**Observational Abilities**
The student is expected to be able to observe the patient holistically to accurately assess any health/illness alterations. These include the ability to make accurate visual and acoustic observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. Inherent in this observation process is the functional use of the senses and sufficient motor capability to carry out the necessary assessment activities.

**Communication**
The student is expected to be able to effectively communicate and receive communication, both verbally and non-verbally and to translate this information to others. This requires the ability to see, speak, hear, read, write, and effectively utilize the English language**. A candidate must be able to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A candidate must be able to communicate effectively and sensitively with patients. Communication includes written and oral communication to patients, families, and members of the health care team. **English as a Second Language students will follow the University ESL policy.**

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

The student is expected to be able to maintain consciousness and equilibrium, and have the physical strength and stamina to perform satisfactorily in clinical nursing experiences. Additionally, due to patient safety concerns, students are not permitted to wear immobilizing devices in the clinical area care team.
**Intellectual—Conceptual Ability**

The student is expected to have the ability to develop and refine problem-solving skills and demonstrate the ability to establish plans of care and set priorities. This includes the ability to measure, calculate, reason, analyze, and synthesize objective as well as subjective data in a timely manner and make decisions that reflect consistent and thoughtful deliberation of the appropriate data.

The student is expected to be able to listen, speak, read, write, reason, and perform mathematical functions at a level which allows the student to process and understand the materials presented in both a written and a verbal format throughout his or her course of study.

**Behavioral/Social Attributes**

The student is expected to demonstrate compassion, integrity, motivation, accountability, effective interpersonal skills, and concern for others. The student is expected to have the emotional stability to fully utilize his/her intellectual abilities, exercise sound judgment, complete assessment and intervention activities, and develop sensitive interpersonal relationships with patients/clients, families, and others responsible for health care. Students are expected to have the ability to establish rapport and maintain sensitive and confidential interpersonal relationships with individuals, families, and groups from diverse social, emotional, cultural, and intellectual backgrounds. The student is expected to have the flexibility to function effectively under stress, including emergency situation; the individual is expected to be able to learn to adapt to changing environments, to display flexibility, arrive on time and meet the demands for timely performance of duties, accept and integrate constructive criticism given in classroom and clinical setting and to learn to function in the face of uncertainties inherent in the clinical problems of many patients.

(Adapted with permission from Creighton University School of Nursing *Safety and Technical Standards Policy and Procedure, 2008.*)

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

**Confidentiality**

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

**Misrepresentation**

Any identified misrepresentation, falsification, or material omission of information from an applicant discovered during the admission process or student during ongoing enrollment when clinical course eligibility if deliberated, may result in exclusion from clinical activities, or immediate dismissal.
Technical Standards are posted on the admissions page of the School of Nursing website. All requests for accommodation by applicants or current students are to be directed to the University Office of Disability Services. In certain circumstances, the Assistant Dean for Recruitment and Enrollment Management, Associate Dean for Student Affairs, Chair of Advanced Practice Programs, Chair of Advanced Role and PhD Programs or Clinical Coordinator may be consulted, as needed, by the Office of Disability Services to determine reasonable accommodation for clinical practice. A student wishing to appeal a decision regarding accommodation should do so, in writing, to the Dean within fourteen (14) working days from the student’s receipt of notice of the decision. The decision of the Dean on appeal shall be final.

**ADA Accommodations**

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

**Title IX Sexual Harassment & Sexual Misconduct**

Any person may make a non-confidential report of sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator below. Contact information for Title IX Deputies is also included below:

**Title IX Coordinator and Director of Sexual Misconduct Prevention and Response**

Lee Robbins  
412.396.2560  
Robbins11@duq.edu  
Union #339

**Deputy Title IX and Sexual Misconduct Prevention and Response Coordinators**

Sherene Brantley (Athletics) - 412.396.5243  
Ryan Dawson (Human Resources) – 412.396.5881  
Annie Mullarkey Sawa (Student Council) – 412.396.6642  
Kate DeLuca (Nursing) – 412.396.6551  
Andrew Logan-Graf (Disability Services) – 412.396.6658
Non-Discrimination and Title IX
Duquesne University does not discriminate on the basis of sex in the education program or activity that it operates. Duquesne University is required by Title IX and its implementing regulations not to discriminate in such a manner. The requirement not to discriminate in the education program or activity extends to admission and employment. Inquiries about the application of Title IX to Duquesne University may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights at the United States Department of Education Office for Civil Rights, or both.

Additional information, including relevant policy information is included on the Title IX website at [http://www.duq.edu/titleix](http://www.duq.edu/titleix)

Academic Calendar
The academic year at Duquesne University is based on 3 main semesters, fall, spring and summer, which run approximately as follows:
- Fall semester runs from late August to mid-December
- Spring semester runs from early January to early May
- Summer semester runs from early May to late July

Online nursing courses are taught in 8, 12- or 15-week terms. Students should review their program plans to determine the length of the course(s) in which they are enrolling to ensure that they are following the appropriate guidelines and deadlines.

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

Academic Advisement
Every student attending the University is assigned an academic advisor. The School of Nursing’s Online Academic Advisors are:

Online Students
Mrs. Meg Barefoot (Last Names A-L)  Tara Boyers (Last Names M-Z)  
550B Fisher Hall  550A Fisher Hall  
412.396.2332  412.396.5228  
barefoot@duq.edu  boyerst@duq.edu
**Duquesne Online Resources and Information (DORI)**

DORI is a portal through which you can access Duquesne University information, including the ability to view and print your course schedule, your financial aid package, your tuition bill and a multitude of other resources and services. DORI also serves as your access to Blackboard. Another important resource is the Nursing Student Intranet Site, which is located by clicking on the Index icon at the top of the page, then look for the “Schools In DORI” section in the middle of the page and click on Nursing. This site functions as a “bulletin board” as well as a resource for a variety of information including announcements, student handbooks and policies, job opportunities, scholarship information, etc.

**Registration of Classes**

Registration deadlines for each semester are posted on the Graduate Academic Advisor’s Blackboard site as well as the registrar’s site. Students are strongly encouraged to adhere to the deadline dates in order to assure entry into and access to courses prior to the start of the semester. It is the student’s responsibility to register each semester for the course or courses listed on the approved program of studies. Students must register by the deadline specified in the academic calendar to allow sufficient time for adding them to the class rosters for online classes. Please comply with these deadlines. Students who register within the last two days of the registration period may not have immediate access to the Blackboard Course Site, it can take 24-48 hours for processing.

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.

**Policy on Taking Multiple Eight Week Courses at Same Time**

Students are expected to follow their approved program plan as they work towards completing their degree requirements. All approved program plans will limit students to taking one (1) eight (8) week nursing course at a time. In semesters where a student is scheduled to take an eight (8) week course with a fifteen (15) week course, every effort will be made to place the eight (8) week course during the first eight (8) week term; however, this cannot be guaranteed.

In instances where a student has a compelling reason for wanting to take two (2) eight (8) week courses during the same eight (8) week term, students may petition their track coordinator/director for approval to do so. In the petition, the students must clearly articulate the reason that they want to take two (2) courses during the same term and clearly outline their plan to be successful during this overloaded term. The success plan should include information about the amount of time the student has to commit to their studies during the week, the level of support
that they have in their personal lives to be successful, and examples of successful historical academic performance to show that they will be successful in the courses. Under no circumstances will a student be permitted to take two (2) eight (8) week course simultaneously during their first semester of enrollment at Duquesne University nor will a student be permitted to take GPNG 529: Pathophysiology for Advanced Practice Nursing and GPNG 530: Pharmacology for Advanced Practice Nursing simultaneously during the same eight (8) week term. Once the petition is received, the track coordinator will have five (5) business days to render a decision.

If the petition is approved, it is the responsibility of the student to work with their Academic Advisor to develop a revised, approved program plan to be followed for the remainder of the program. If the petition is not approved, the student will be expected to follow their previously approved program plan.

**How to Register Using Self Service Banner**

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

**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 Academic 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.

**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

**Cancelling 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 Academic 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](#).

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

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

A technical problem may prevent access to Self Service Banner. Contact the CTS helpdesk for technical assistance at 412.396.4357.

**Class Schedule**
Once you are registered you can access your schedule through DORI using the following step-by-step instructions:

1. Log on to the [DORI website](#)
2. Click on the tab at the top labeled: Self-Service Banner, then click the tab: Student Information.
3. Click on the Registration link, and then click on View Weekly Schedule or View Class Schedule. (You may wish to view your schedule in “calendar view” in the View Weekly Schedule option or as a list of your courses with pertinent information in the View Class Schedule option.)
4. Select the appropriate term.
5. Click on the printer icon and print your schedule.

That's it! You will then have a copy of your schedule.

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 Academic 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 Academic Advisor must approve any changes in schedule.

Leave of Absence

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

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

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

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

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

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

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

International students should consult with the Center for Global Engagement before requesting a leave of absence, since visa status and other related issues could be affected.

**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

**School of Nursing DORI Site**

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

**Email List Serve**
All communication from the School of Nursing will be sent through the School of Nursing email list serve. You will automatically be subscribed to this email list serve. *All students are responsible for checking and responding to Duquesne email daily.*

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

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

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

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

Unacceptable Photo Submissions include:

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

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

Financial

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

Registration for 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.

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

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

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

1. Once you are admitted to the School of Nursing graduate program, check the list of Partnering Organizations to determine your eligibility
2. If you are eligible, download and complete the Student Contract and Employer Verification forms
3. Email completed Student Contract and Employer Verification forms to Dr. Kate DeLuca

Complete Tuition Discount applications must be received no later than the 4th Friday of the current semester. Applications received after the deadline will be processed for the following semester. View Academic Calendar for upcoming start dates.

**Nurse Faculty Loan Program**

Since 2004, DU has been awarded Nurse Faculty Loan Program (NFLP) funding from the HRSA. The NFLP provides funding to meet the demand for nurse faculty and remove major barriers to accepting as many qualified nursing students as possible, thus alleviating the Nation’s nursing shortage.

The School of Nursing has been able to make loans to select full-time and part-time doctoral students to complete their education. Students currently employed as nurse faculty or who are planning to assume a nurse faculty position in a school of nursing upon graduation are eligible. NFLP loans will be forgiven if the student completes the education coursework requirement as part of his/her program, and upon graduation secures a full-time faculty position in an accredited School of Nursing in the United States. Eighty-five percent of a student’s loans can be canceled over a 4-year period that the student works as a full-time faculty member. The loan cancellation takes place in increments of 20% per year for the first 3 years and 25% for the 4th year. Students may apply for funding when the call for applications is released. Awarded students may receive funding of up to $35,500 per year for a maximum of 5 years.

**Eligibility Criteria Include:**

- Full-time (6 credits or more) or part-time students in the PhD or DNP programs who are currently faculty or are planning to become faculty upon completion of their program. MSN and Post Master’s Certificate students are not eligible.
- Student must be enrolled 2 out of 3 semesters of the academic year.
- Good academic standing – 3.0 QPA or above
- Eligible to work in the United States.

The School of Nursing will receive notification if they have been awarded funds from HRSA on or around July 1st of each year. The first round of funding is awarded to those students that currently receive NFLP funding for the current academic year. If funds are available after the first round of funding, a call for applications will be sent out to all doctoral students for the academic year. Once funding decisions are be made students will be notified via letter to their home address and Duquesne email.

Students who are funded will be required to register by a set deadline each semester (students
will be notified in their award letter). Additionally, any student that makes a change to his or her program plan must notify Dr. DeLuca so that funding can be adjusted. Funding can only be used for tuition; fees, books, travel or other expenses cannot be covered by NFLP funds.

**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 including students learning at a distance.

**University Counseling and Wellbeing Center**

412-396-6204
https://www.duq.edu/life-at-duquesne/health-recreation-and-wellbeing

University Counseling Center offers personal counseling, career counseling, testing for academic strengths and problems, career aptitudes, study skills and time management. They also offer work-shops related to current issues and concerns such as test anxiety, self-esteem, eating and body image concerns, relationships, and assertiveness. Telehealth appointments are available to students off campus.

**Office of Student Conduct**

412-396-6642
https://www.duq.edu/life-at-duquesne/student-services/student-conduct

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

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

**Student Organizations**

**Sigma Theta Tau**

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people through support of learning and professional development of all members who strive to improve nursing care worldwide.

Sigma Theta Tau was founded in 1922 by six nursing students at Indiana University who recognized the value of scholarship and the importance of excellence in practice. With the full
idealism of women forging pathways of change in the 1920s, they wanted to build a framework to encourage future leaders to effectively improve health care.

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

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

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

Chi Eta Phi
Chi Eta Phi Sorority, Inc. (CEP) is a professional organization for registered professional nurses and student nurses (male and female) representing many cultures and diverse ethnic backgrounds. Founded in 1932 at Freedman's Hospital in Washington, D.C., CEP is comprised of over 90 graduate chapters and 50 undergraduate chapters located in 26 states, District of Columbia and St. Thomas, US Virgin Islands. More than 9,000 Registered Nurses and Student Nurses hold membership in Chi Eta Phi Sorority, Inc. Chi Eta Phi is an internationally recognized leader in the provision of health education. Leadership development, and service to the community.

Kappa Alpha Beta Chapter
Kappa Alpha Beta Chapter was chartered on Duquesne's campus on May 23, 1996 under the direction of Dr. Shirley P. Smith, the first Beta Sponsor. Nine nursing students were in this charter group. Dignitaries from the national organization as well as local leaders were in attendance. Dr. Mary de Chesnay, Dean of the School of Nursing at the time of chartering was a speaker, along with International President, Catherine Binn and Joseph Williams, RN, MPA, Associate Director for Patient Services at the Veterans Affairs Medical Center of Pittsburgh. Mr. Sala Udin, City Councilman, represented the city of Pittsburgh. Dr. de Chesnay was inducted into the Sorority as an Honorary Member at the annual Boule' held in Pittsburgh in 1999. Over thirty nursing students have been initiated into the Sorority since its chartering in 1996. Through health education, community service and other service projects identified by the Sorority, sorority members exemplify the goals and mission of Duquesne University.
National Association of Hispanic Nurses
Since 1975 the National Association of Hispanic Nurses (NAHN) is the nation’s leading professional society for Latino nurses. With a growing membership in 47 local chapters, NAHN, a 501(c) (3) non-profit, represents the voices of Latino nurses in our country.

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

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

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

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

<table>
<thead>
<tr>
<th>NUMERICAL GRADE</th>
<th>LETTER GRADE</th>
<th>QUALITY POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>95.00 – 100</td>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>92.00 – 94.99</td>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>89.00 – 91.99</td>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>86.00 – 88.99</td>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>83.00 – 85.99</td>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>78.00 – 82.99</td>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>74.00 – 77.99</td>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>65.00 – 73.99</td>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>64.99 and below</td>
<td>F</td>
<td>0.00</td>
</tr>
</tbody>
</table>

A minimum passing grade for nursing courses is “B-.” If a student fails the clinical component, they will fail the entire course; both theoretical and clinical aspects. If a student fails the theoretical component, they will fail the entire course; both theoretical and clinical aspects. Students are expected to attend all classes, clinical experiences, and practice laboratories. The specific attendance policy may vary with courses. In the case of a failed clinical course, the entire course must be repeated including the clinical hours required for the course.

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

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

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

Faculty reserve the right to provide an alternate make-up exam for any student with a pre-approved authorization testing outside of the time frame or a regularly scheduled course exam. While content tested would not change, the format of the exam may change.

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

**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. Any graduate student whose cumulative QPA falls below 3.0 will be placed on academic probation. Once a student is placed on academic probation, they have two consecutive semesters to improve their cumulative QPA to above 3.0. If this is not achieved, the student will be dismissed from the program. A student may be placed on academic warning/probation only once during the program of study.
- Grades of “C+” or below are not acceptable. Students receiving a grade below a “B-” in
any course in the approved program of studies should follow the revised program plan given to them by their Academic Advisory. 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.

**Incomplete Grades**

An instructor, at his or her discretion, may assign an incomplete (“I”) grade at the conclusion of a term. Students taking courses must complete all remaining requirements in consultation with their instructor by the deadline as published in the Academic Calendar for the term in question. The instructor may specify an earlier date for course completion. Final grades that replace incomplete grades must be submitted to the Office of the University Registrar no later than the deadline as specified in the Academic Calendar. The Office of the University Registrar will convert incomplete grades that remain after the deadline to final and permanent grades of "F" (Failure).

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

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

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

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

**Course or Program Withdrawal**

School of Nursing Graduate Program students may withdraw from a nursing course by contacting the Graduate Academic Advisor. The last day for withdrawal is posted on the
University Academic Calendar. 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 Academic Advisor to withdraw from a course/program from his/her DU email.

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

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

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

Withdrawal
Except in extraordinary circumstances, students must submit a written request for a medical withdrawal to their academic advisor no later than the last day of classes for the semester to which the withdrawal would apply. The university does not grant withdrawals for prior semesters.

The school or college will then submit to the Registrar (a) either a Notice of Complete Withdrawal form (withdrawing the student from all courses) or a Request for Student Schedule Change form (withdrawing the student from courses still in progress when one or more accelerated courses has already been graded) and (b) authorization from the student to process the withdrawal. This authorization may be either in hard copy with the student’s signature or in the form of an email sent from the student’s Duquesne University email account.
Students are considered to be enrolled unless and until they submit written notification of their withdrawal. The withdrawal is effective on the date when notification is received, which constitutes the student’s last day of attendance.

**Medical Documentation**

To qualify for a medical withdrawal, the student must also submit to the Associate Dean for Student Affairs of his or her school or college (a) a description of the medical circumstances and (b) documentation from a licensed healthcare provider that addresses those circumstances and supports withdrawal as medically appropriate. After verifying the illness, injury, or hospitalization, the documentation is submitted to the Provost and Vice President for Academic Affairs for review and a final decision.

If the student is unable to initiate the medical withdrawal process, the student’s school or college office, parent, spouse, partner, or other designee may do so on his or her behalf. In such cases, the incapacitation of the student must be documented or a formal power of attorney provided.

**Consequences**

The approval of a medical withdrawal results in the immediate assignment of a final grade of “W” for the relevant courses on the transcript and an automatic review of the whether the student may qualify for a partial tuition refund (see “Refunds” below).

The University reserves the right to require that a student who receives a medical withdrawal provide documentation from a healthcare provider that he or she is fit to reenroll in a subsequent semester.

**Refunds**

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

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

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

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

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

**Process Outline**

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

**Withdrawal from University/Termination of Attendance**

If a student is registered for class(es) but will not be attending, written notification of intention not to attend must be submitted to the 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 that may include financial consequence.

**Course Repeat Policy**

A student who received a C+ or lower grade in a required course must repeat the course and receive a grade of B- or better to successfully progress and/or complete the degree. A student may repeat a course only twice—a total of three attempts. Withdrawal from a course will be considered an attempt. Following a course failure, students will not be permitted to repeat the course at another institution for transfer or replacement. When a course is repeated the final grade received upon repetition is counted in the cumulative grade point average.

Only the most recent grade and the credit associated with that course and grade will be included in degree requirements. The original grade and associated credit hours received will be excluded from the cumulative average and degree requirements. All grades are retained on the permanent academic record. Students are responsible for determining any academic or financial implications for associated with course repetition.
**Graduate Program Readmission Policy**

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

**Academic Appeal Process**

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

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

**Final Grade Appeal**

**Purpose**

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

**General Provisions**

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

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

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

**Grounds for Appeal**

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

The acceptable grounds for a grade appeal are:

- An error was made in grade computation.
- The grade assignment was capricious or arbitrary. That is, the grade assigned was based on criteria other than the student's performance in the course; was based on standards different than those applied to other students registered in the same course at the same time; or constitutes a substantial departure from the published or announced grading standards for the course.
- This Final Grade Appeal Policy does not address disputed grades resulting from alleged academic integrity violations or complaints of discrimination, which fall under other policies of the university.
- The University's Academic Integrity Policy is available in the University catalogs.
- The Director of Anti-Discrimination and Compliance may be contacted at (412) 396-2560.
- If a student has not been provided accommodations specified as required by the Office for Disability Services, they should contact the Director, Office of Disability Services.

**First Level: Informal Appeal to the Faculty Member**

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

**Second Level: Formal Appeal to the Faculty Member**

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

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

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

**Record of a Formal Appeal**

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

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

**Right to Appear in Person**

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

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

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

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

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

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

The decision of the dean is final.

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

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

I. Introduction

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

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

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

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

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

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

II. Definitions and Standards: Violations of Academic Integrity

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

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

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

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

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

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

### III. Academic Sanctions

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

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

All schools of the University will have academic integrity policies and procedures that are consistent with the University Policy and Procedures. As a rule, School procedures will specify standards and expectations appropriate to that School and its mission; students enrolled in courses offered by that School will be governed by its procedures. Provisions in the policies and procedures of a School may deviate from and supersede the University Policy and Procedures only when they represent accepted practice for the discipline concerned as this is reflected in publications of the relevant professional association or accrediting body. Each such provision must be approved by the Provost and Vice President for Academic Affairs and clearly noted as an exception to the University Policy and Procedures wherever the School’s policy and procedures are published. In all cases, School procedures will specify mechanisms for insuring that students accused of academic integrity violations are afforded the protections of due process, including the availability of School-level appeals processes.

While individual faculty members will generally have responsibility for course-level sanctions (that is, sanctions up to and including a reduced or failing course grade), schools will follow the procedures outlined for handling more serious situations involving students enrolled in their programs or taking their courses—that is, situations that could potentially lead to more severe sanctions than failure in a course (for example, repeated or particularly egregious violations that might lead to suspension or dismissal from the School or University). The College and individual schools are responsible for

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

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

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

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

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

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

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

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

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

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

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

**IV. Role and Responsibilities of the University Academic Integrity Committee**

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

Graduate Nursing Programs Academic Policy

Duquesne University Academic Integrity Violation Policy Procedure and Timeline

**Faculty Member Evaluates Evidence and Imposes Sanction for Academic Integrity Violation**

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

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

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

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

The University Provost/Vice President for Academic Affairs may request a review of the violation and sanction if they have concerns regarding the proceedings from the University Academic Integrity Committee.

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

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

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

Student __________________________________________________________  Date________________________
ID# ___________________________________  Level ____________________
Course Number/Title _____________________________________________ Semester/Year_________________
Instructor Name __________________________________________________
Campus Phone ________________________________ Campus Office # ___________________________________

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

Describe the circumstances of the violation(s):

SANCTIONS (More than one may apply)
 Written warning (this form may constitute written warning)
 Loss of credit for work involved in violation of code (assignment, examination, quiz)
 Reduction in the course grade
 Clinical failure
 Failing grade in the course   Suspension from: (Sanction from Dean’s office only)
 Program   Department   College   University
Length of Suspension ________________
 Expulsion from: (Sanction from Dean’s office only)
 Program   Department   College   University

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

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

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

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

   a. Initiate and maintain his/her presence and responsiveness in online courses in which they are enrolled.

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

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

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

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

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

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

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

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

a. Assume responsibility for own learning, with faculty guidance.

b. Evaluate his/her own progress toward attainment of student learning and professional goals.

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

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

**Personal Conduct**

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

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

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

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

**Student Civility - Civility and Incivility Defined**

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


**Classroom Conduct**

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

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

**Professor or Doctor**

- Arrive to class on time
- Call the faculty member and leave a voice message or email in the event of tardiness or absence prior to class
- Students should not talk when faculty member or classmates are speaking during class
- Students who are disruptive or uncivil may be asked to leave the classroom
- Students are not permitted to bring a guest or children to class without prior permission
- Electronic equipment or devices shall not be used without the express permission and consent of the faculty member
- Behaviors considered disruptive, unruly, or that interfere with the ability of the professor to teach may include:
  - Intimidating behavior.
  - Persistent argumentation, refusal to comply with a direct request, or yelling in class.
  - Offensive behavior or gestures.

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

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

**Clinical and/or Practicum Conduct**

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

- Arrive on time
- Be prepared as required per each course
- Ensure patient safety
- Fulfill required number of hours
- Students must make up missed hours
- Students must call clinical faculty AND clinical site and leave a voice mail message in the event of tardiness or absence prior to the start of clinical.
- Failure to contact the faculty or clinical site of tardiness or absence in advance of the start of clinical is considered patient abandonment (No-Call/No-Show) and may be sanctioned.
- Students must have knowledge of and adhere to the clinical dress code set forth by the Duquesne nursing programs.
- Cell phones, tablets, and laptops should be utilized in a professional manner for research purposes only in accordance with clinical partners’ policy and with proper introduction to the patient through the preceptor.

Students shall adhere and conform to the ANA *Nursing Scope and Standards of Practice*. Students shall adhere to all HIPAA regulations and guidelines.

**Violations of Professional Standards of Conduct**

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

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

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

2. Sanctions are to be determined by the faculty member

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

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

Possible Sanctions
The following list represents possible sanctions and may not be all inclusive.

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

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

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

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

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

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

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

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

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

THIS FORM IS TO BE SUBMITTED TO THE ASSOCIATE DEAN OF STUDENT AFFAIRS

STUDENT:

FACULTY: COURSE NO.

DATE: TIME PLACE

COURSE FACILITATOR: DATE NOTIFIED:

DESCRIPTION OF INCIDENT:

ACTION TAKEN:

STUDENT COMMENTS

STUDENT SIGNATURE: DATE:

FACULTY SIGNATURE: DATE:

PROGRAM CHAIR: DATE:

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

**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 hours. Students who are active military and completing their education and clinical experiences at military installations must hold any unencumbered professional nursing license.

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 CastleBranch.

*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.*

**Substance Use Policy**
The Duquesne University School of Nursing has a vested interest in the health and welfare of its students. Moreover, it has a responsibility in ensuring that students enrolled in the pre-licensure nursing programs are eligible to secure a license upon successful completion of the program and all students licensed and enrolled in graduate program are able to maintain their licensure. Furthermore, the School has a duty and obligation to protect the public health and safety.

The School recognizes that a substance use disorder is a medically recognized condition as defined by the Diagnostic and Statistical Manual for Mental Disorders (DSM) that poses a risk for substantive harm to affected individuals, their contacts, and the general public. Therefore,
the School will refer individuals who are identified as being at risk for a substance use disorder for professional assessment and, when so indicated, follow-up treatment.

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

**Indications for Referral for Evaluation**

Students subject to referral for a professional assessment include, but are not limited to, any or all of the following conditions:

- A positive finding on a criminal background check that suggests a potential substance active substance abuse disorder. Please note that the withdrawal or dismissal of legal charges or a “not guilty” disposition is separate and distinct from the presence of a substance use disorder and does not relieve the student from complying with referral for assessment when so warranted
- Referral from the Duquesne University Office of Student Conduct
- Positive drug screen as required by clinical site
- Being identified as the subject of a drug-related criminal investigation
- Reliable information from independent sources
- Evidence of drug tampering or misappropriation
- Accidents or illnesses caused by substance
- Impairment or intoxication in the clinical and/or didactic setting
- Following a clinical-related injury or illness. Observation of poor judgment or careless acts which caused or had the potential to cause patient injury, jeopardize the safety of self or others or resulted in damage to equipment
- Suspicion of a substance use disorder based on behavioral cues as reported by faculty, staff, experiential preceptors, employers, peers, and/or other stakeholders
- Odor of drugs or alcohol on a student
- Physical symptoms (including but not limited to behavior such as slurred speech, decreased motor coordination, difficulty maintaining balance, etc.)
- Possession of an illegal substance
- Self-referral

**Drug and/or Alcohol Testing**

The School reserves the right to order a drug/alcohol screen for cause, such as a student who unexpectedly has a major deterioration in academic performance or who demonstrates bizarre, erratic or unprofessional behavior. Drug screens are also be performed as a condition of participating in the clinical education component of the curriculum.
If a didactic or clinical faculty member suspects possible substance abuse by a student who is in class or in a clinical setting, they will report the suspicious behavior to the Assistant Dean of Student Affairs immediately.

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

**Referral for Evaluation: Pennsylvania Nursing Peer Assistance Program**

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

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

**Procedure for Violation of Substance Use Policy:**

1. Students identified for assessment of a possible substance use disorder (via faculty staff report or any other mechanism described above) will be required to schedule an appointment to meet with the Associate Dean for Student Affairs and a designated member of the School of Nursing staff or administration within three (3) university days of notification.

2. If it is determined that a referral for a professional assessment is indicated, the student must contact PNAP within three (3) university days for an initial intake and referral to a qualified drug and alcohol counselor as selected by PNAP.

3. When referral for assessment is indicated by PNAP, the Associate Dean for Student Affairs and the Director of the PNAP program must be notified by the student, within five (5) university days, of the scheduled date of the assessment.
4. Signed releases must be executed within five (5) university days from referral to PNAP, allowing designated individuals to send and receive confidential information regarding the student referral, treatment, and progress, as applicable.

5. Professional assessments must be conducted within ten (10) university days of notification of the scheduled appointment.

6. Students who are recommended for treatment will be required to enter into a monitoring contract with PNAP. Designated individuals from the School, including the Associate Dean for Student Affairs and the Dean, will be signatories to the contract. Enrollment in the PNAP program will continue for the duration of the student’s enrollment in the nursing program, but not less than a period of three (3) years. When applicable, students progressing into the profession after graduation, who have not yet completed the contracted time period in the PNAP program, will continue to be enrolled in the PNAP program under contract, until they have completed the minimum monitoring requirement.

7. Refusal to contact PNAP, submit to an assessment, enter into a monitoring contract, or comply with treatment recommendations, when so indicated, may result in notification to the Pennsylvania State Board of Nursing and dismissal from the nursing program.

8. A negative diagnostic impression or completion of previous treatment recommendations does not preclude a subsequent referral in the event of a new event, additional evidence, or continuation of a suspect behavioral pattern.

9. Costs for external assessments, treatment programs, monitoring programs and any related fees are the responsibility of the student.

10. All records related to referrals, assessments, and monitoring of substance use disorders will be kept confidential.

11. Students will be referred to the appropriate State Board of Nursing for where the student is licensed.

The School will not support the matriculation, and/or continued enrollment of anyone found guilty of

- Illegal possession of controlled substances with the intent to divert or distribute
- A felony

Final decisions for continuance in all nursing programs rests with the Associate Dean for Student Affairs. Written appeals can be made to the Dean within ten [10] university days of notification of the dismissal from the program.

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

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 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, they will immediately notify the student and instruct the student to leave the clinical setting. The faculty member will notify the Track Coordinator for the appropriate track (Family Individual across Lifespan Nurse Practitioner, Forensic Nursing Science or Nursing Education).

5. The Track Coordinator will investigate the incident within three working days to determine whether there are grounds for believing that an unsafe practice has occurred. If the incident is minor, the faculty member, in consultation with the Track Coordinator may require remedial work or instruction for the student.
6. If the incident is major, the Track Coordinator will contact either the Chair of Advanced Role and PhD Programs or Chair of Advanced Practice. The Chair will inform the involved faculty member and the SON Academic Standing Committee, to review the student’s clinical performance evaluations, academic record, and potential for successful completion of the major in nursing. Based upon this careful and deliberate review, a decision to reprimand the student, require withdrawal from the clinical course, give a failing grade in the clinical course, impose other sanctions, or dismiss the student from the program will be recommended to the Chair. The Chair reviews the evidence and sends written notification of the decision to the student via certified mail.

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

**Confidentiality and Privacy**

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

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

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

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

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

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.
- You may be required to sign a clinical partner’s HIPAA compliance documentation form and be held to their standards as well as those of Duquesne School of Nursing.

DUSON may take disciplinary action against you up to and including termination or expulsion in the event you violate this Confidentiality Agreement.

In addition:

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

Electronic Devices in the Classroom and Clinical Setting

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

Use of computers (PDAs, Notebooks, etc.) during class shall be restricted to note taking and classroom activities. Use otherwise is distracting for not only the student involved in the activity but those in the immediate area/vicinity.
Social Media

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

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

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

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

Academic Writing Standards

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

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

- The School of Nursing follows the guidelines set forth in the 7th 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 new student orientation. Students are strongly encouraged to take advantage of all school offerings related to improving writing—from opportunities to submit drafts, to webinars on EndNote and other software.
• The Online Writing Center is an invaluable resource to graduate students. Through this unique program, students are able to meet one-on-one with a writing center consultant about their writing. All students are strongly encouraged to use the Online Writing Center for assignments.

• All papers should be submitted in Microsoft Word. Students should make sure that 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.

Religious Observances
Embodying a culturally and spiritually diverse community, Duquesne University recognizes that on important or solemn religious days, certain of its members will observe practices that preclude them from attending to their regular duties whether as faculty members or students. On such days, it is equally important for all who do not share in these same practices to accommodate their colleagues and peers. Duquesne University supports an environment that respects the religious observances of others, and is committed to make every reasonable effort to accommodate the religious observances of faculty members, students, and staff.

The nursing program recognizes that there are other holidays, both religious and secular, which are of importance to some students and faculty.

Such occasions include, but are not limited to, Sukkoth, the last two days of Passover, Ramadan, Shavuot, Shemini Atzerat, and Simchat Torah, Muslim New Year, and the Islamic holidays, Eid Al-Fitr and Eid Al-Adha. Students who observe such holidays must inform their faculty within the first two weeks of each semester of their intent to observe the holiday so that alternative arrangements convenient to both students and faculty can be made at the earliest opportunity. Students who make such arrangements will not be required to attend classes or take examinations on the designated days, and faculty will provide reasonable opportunities for such students to make up missed work and examinations. If an examination is given on the first-class day after one of these holidays, it must not cover material introduced in class on that holiday. Late afternoon exams should be avoided on these days. All missed clinical hours must be made up.

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

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

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

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

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

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

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

Pregnancy
Exposure to certain pathogens, toxic chemicals, drugs, and radiation unsafe conditions during clinical rotations may endanger a pregnant student or the baby’s health. If a student is pregnant, or becomes pregnant anytime during the program, students are strongly advised to contact the Associate Dean for Student Affairs. For the student’s safety and the safety of the 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 the baby. Pregnant students will be consulted about the potential risks in clinical to the student and baby. Confidentiality of the student will be provided.

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

**Reporting of Incidents or Illness Affecting a Student**

**Blood or Body Fluid Exposure**
Students who sustain significant blood or body fluid exposures (including needle sticks, scalpel cuts, splashes to face, etc.) will be seen immediately at the Occupational Health/Injury Center of the clinical site where the student is doing their rotation or the Emergency Room of a hospital affiliated with the clinical site. Students must complete an Incident Report at the Clinical Site as well as a Duquesne University Student Health Incident/Accident Report. Students should submit a copy of both reports to the Director of Online Adjunct Faculty and Clinical Affairs.

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

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

A significant exposure is defined as:

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

Once the student incurs an exposure:

- The student should immediately notify the nursing supervisor and his/her Clinical Faculty Member of the incident.
- The student and faculty member should follow the healthcare agency’s “Blood Borne Pathogen Exposure Control Policy” (this includes washing the area of exposure, informing patient, obtaining consents for blood draw of the source patient, etc.).
- Submit a copy of the incident report to the Duquesne University Department of Risk Management and to the School of Nursing’s Director of Online Adjunct Faculty and Clinical Affairs.
- If the student is at a clinical site, they should be seen immediately at that facility’s Occupational Health Unit or ER of the clinical site where the incident occurred. The occupational health site where the student is seen should be the liaison for information about laboratory work obtained from the source patient. The student is to present his/her insurance to be billed for the initial work-up.
- In addition to the agency incident report, the clinical faculty member/preceptor is to complete the Duquesne University Duquesne University Student Health Incident/Accident Report as soon as possible after the occurrence.
- The student is to sign the release at the bottom of the form giving permission to the University Health Service to access information and do appropriate follow-up

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

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

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

**Untoward Events**

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

Student's Name: ____________________________Student's ID#: __________
Student's Address: __________________________
Student's Phone: ____________________________

Date of Incident/Accident: ________________ Exact Time of Incident/Accident: ______

Exact Location of Incident/Accident (building, department, room...)

_____ Describe, exactly, how Incident/Accident occurred: ______

Nature and extent of any resulting injury (i.e. body part, degree of severity...)

_____ Were Medical Services provided? ☐ Yes ☐ No If Yes, by whom? ______
First Aid services provided: ______

Disposition/referral of student: (Check all that apply)
☐ University Health Service ☐ Emergency Room: __________
☐ Home/Dorm ☐ Attending Physician: ______

Was the family notified? ☐ Yes ☐ No

If applicable, method of transportation to above location:
☐ Ambulance ☐ Campus Police ☐ Other: ______
Accompanied by: ______

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

_____ Clinical Faculty Member’s Signature: __________________________________________ Date: ____________

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

___ DO NOT DETACH ___

I, ____________________________ (Signature of student involved) authorize Duquesne University to secure copies of case history records, laboratory reports, diagnoses and any other data covering the accident/incident that occurred on ____________ at ____________ (Date of incident) (Name of Clinical Site where incident occurred)
Clinical Incident Report

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

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

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<th>Nature and Extent of Any Resulting Injury</th>
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Physician notified: ☐ Yes  ☐ No  Physician’s Name: _____

Faculty Signature: ________________________________  Date: ____________

Copy 1: Associate Dean, Student Affairs
Copy 2: Director of Adjunct Faculty & Clinical Affairs
Copy 3: University Risk Management
Copy 4: Chair
Copy 5: Associate Dean for Academic Affairs
Copy 6: Dean
THE MSN/PMC PROGRAM & POLICIES
THE MSN/PMC PROGRAM & POLICIES

Approved 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 Academic 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 Academic Advisor in advance.

Statement Concerning Student Work and Managing Time
Graduate education requires a significant amount of time and dedication. Most Duquesne student profiles represent a student who is working, has a family, and significant responsibilities. For example, students in the Duquesne CRNP tracks are aiming to become primary care providers and in doing so accept the grave responsibility that comes with the role. In order to ensure success for students in any MSN track, high performance standards are established using national competencies and guidelines. Students are expected to meet these academic and clinical demands. In order to achieve this level of expertise students are required to give serious and thoughtful consideration to balancing the competing demands of school, work, and family.

The graduate faculty strongly urge all students who work (fulltime or part-time) during their graduate program to recognize the impact of this decision on the quality of their learning and their ability to meet all course and program requirements. Faculty highly recommend that students begin early in prioritizing their time and obligations to allow sufficient time for their studies.

In a traditional 15-week semester, a clinical management course contains theory class hours, or instructional time as well as clinical hours (75-220 clinical hours). An eight-week course contains theory or instructional hours in a concentrated period. Aside from instructional time, students typically spend an additional 20 hours per week reading, taking notes, organizing information, completing assignments, and filling in knowledge gaps. As the intensity and credit value of courses increase, so do study time demands.

Students who are working full time (or beyond) will find meeting these obligations challenging. Working 40 hours (or more) will place a demand on students resulting in increased struggle and their limited capability for success. Faculty want to support students throughout this important academic program but must uphold these high academic standards and cannot make exceptions based upon demands outside of the academic program. All students should make a critical assessment of their lives and form a plan concerning how they will incorporate the academic demands. It is different for everyone, but important to recognize that current obligations will need to take a back seat to academic obligations in order to promote success.
Master Of Science/Post-Masters Certificate in Nursing Programs

The Master of Science in Nursing Program and Post-Master’s Certificate Program are 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 programs 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, five areas of specialization are offered in both the MSN and PMC programs. They are Family (Individual Across the Lifespan) Nurse Practitioner, Psychiatric-Mental Health Nurse Practitioner, Adult-Gerontology Acute Care 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 Track prepares graduates to work in a primary care setting and are eligible to take either the American Association of Nurse Practitioners Certification Program (AANPCP) examination or the American Nurses Credentialing Center (ANCC) Family Nurse Practitioner certification examination. Upon successfully passing the certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their Certified Registered Nurse Practitioner in Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state's requirements.

After being accepted for admission to the MSN/PMC 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 Academic Advisor will assist the student in the completion of a program plan. Once enrolled, students have up to five years to complete the program. In addition, the SON offers a Post-Master's Family (Individual Across the Lifespan) Nurse Practitioner Program, for those students who already possess a masters or doctoral degree in nursing.

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

The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact hours must be from a program which is APPROVED BY THE PA STATE BOARD, and must be within the five-year period immediately before the date of their application for prescriptive authority.
This program is based upon national standards for nurse practitioner education and is consistent with the mission and philosophy of Duquesne University. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research.

**On campus attendance is mandatory for:**

1. Students enrolled in GPNG 528 Physical Assessment for Advanced Practice Nursing
2. Students enrolled in GNFN 510 Foundations of Family and Individual Care I

**Adult-Gerontology Acute Care Nurse Practitioner Track**

The Adult-Gerontology Acute Care (AGAC) Nurse Practitioner track prepares graduates to care for those adults who are acutely and chronically ill. Upon graduation nurse practitioners prepared in this role will care for adults beginning with older adolescents to those who are considered frail, older adults with acute, critical, and complex chronic physical and mental illnesses across the adult continuum. They will provide services ranging from disease prevention to critical care, focusing on patients who are physiologically unstable, technology dependent, and/or highly vulnerable to complications. Upon successfully passing the certification American Nurse’s Credentialing Centers (ANCC) certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their CRNP in Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state’s requirements.

After being accepted for admission to the MSN/PMC 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. Once enrolled, students have up to five years to complete the program.

In addition, the SON offers a Post-Master’s Certificate Adult-Gerontology Acute Care Nurse Practitioner track for those students who already possess a masters or doctoral degree in nursing. Students entering the Post-Master’s certificate CRNP program must have pre-requisites in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work.

The PA Board of Nursing requires proof of successful completion of at least forty-five contact hours of education in pharmacology and clinical management of drug therapy. These contact hours must be from a program which is APPROVED BY THE PA STATE BOARD, and must be within the five-year period immediately before the date of their application for prescriptive authority.
This program is based upon national standards for nurse practitioner education and is consistent with the mission and philosophy of Duquesne University. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment that encourages students to participate actively in scientific inquiry and research.

**Mandatory On-campus Visits**
The School of Nursing requires three campus visits for all MSN/PMC Adult-Gerontology Acute Care Nurse Practitioner track students. These visits are a required component of the online CRNP program and have been put in place to maintain the integrity and high quality of our online CRNP program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to these required campus visits.

**On campus attendance is mandatory for:**

1. Students enrolled in GPNG 528 Physical Assessment for Advanced Practice Nursing
2. Students enrolled in GNAG 551 Adult Gerontology Acute Care I
3. Students enrolled in GNAG 552 Adult Gerontology Acute Care II

**Psychiatric-Mental Health Nurse Practitioner Track**
The Psychiatric-Mental Health (PMH) Nurse Practitioner track prepares for certification and licensure as a Psychiatric-Mental Health Nurse Practitioner who is able to evaluate, diagnose, manage, and treat patients with mental health disorders, both acute and chronic. Specifically, these nurse practitioners will be prepared to diagnose, conduct therapy, and prescribe medications for patients who have psychiatric disorders, medical organic brain disorders, and/or substance abuse problems. They are licensed and prepared to provide emergency psychiatric services, psychosocial and physical assessment, develop treatment plans, and manage patient care. They may also serve as consultants and/or educators for individuals, families and staff. Upon successfully passing the certification American Nurse’s Credentialing Centers (ANCC) certification examination, graduates are eligible for licensure as a Certified Registered Nurse Practitioner (CRNP). Students need not be Pennsylvania residents or intend to work in Pennsylvania to enroll in the program. All individuals applying for their CRNP in Pennsylvania must have completed the Advanced Pharmacology course within 5 years of their application. It is recommended that students outside of Pennsylvania check with their individual State Board of Nursing for that state’s requirements.

After being accepted for admission to the MSN/PMC 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. Once enrolled, students have up to five years to complete the program.

In addition, the SON offers a Post-Master’s Certificate Psychiatric-Mental Health Nurse Practitioner track for those students who already possess a masters or doctoral degree in nursing. Students entering the Post-Master’s certificate CRNP program must have pre-requisites
in advanced pharmacology, advanced physical assessment, and advanced pathophysiology prior to beginning clinical course work.

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

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

**Mandatory On-campus Visits**

The School of Nursing requires two campus visits for all MSN/PMC Psychiatric-Mental Health Nurse Practitioner track students. These visits are a required component of the online CRNP program and have been put in place to maintain the integrity and high quality of our online CRNP program. If you are in the military, please contact us; otherwise please note that there are **no exceptions** to these required campus visits.

**On campus attendance is mandatory for:**

1. Students enrolled in GPNG 528 Physical Assessment for Advanced Practice Nursing
2. Students enrolled in GNMH 538 Psych/MH Clinical I for Advanced Practice Nursing

**Forensic Nursing Program**

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

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

**Nursing Education and Faculty Role**
The online Nursing Education and the Faculty Role Program prepares graduates for roles as a faculty and clinical faculty member, online teacher, lab instructor, and nursing professional development specialist/staff development educator and faculty member in a community college for contemporary nursing education. Coursework provides theory and real-world experiences to support the teaching and learning environment, specifically focusing on curriculum design and evaluation, teaching strategies and simulation, and learning theories. Learning experiences are designed for classroom and clinical settings as well as for the virtual environments of the skills and simulation labs and distance education. 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 in a specialty beyond the bachelor's degree. During the teaching practicum, students will work with master teachers to become fully immersed in the role and responsibilities of a faculty and/or nursing professional development specialist. In addition, the SON offers a 15 credit Post-Master's Certificate in Nursing Education and the Faculty Role and a 9-credit Concentration in Nursing Education 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. Once enrolled students have up to five years to complete the program.

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

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

**MSN in Executive Nurse Leadership and Health Care Management**
The Master of Science in Nursing in Executive Nurse Leadership and Health Care Management is an online program of study that prepares graduates to meet the current and future leadership needs of nursing in diverse health care settings. Graduates of this master’s program are on a trajectory to be prepared to lead and manage teams and organizations, create and execute a strategic vision to improve patient outcomes and patient safety, and provide ethical services to promote complex, innovative care to people across the lifespan. They will also
develop their professional, business, and leadership skills to effectively manage the business side of health care as a nurse leader, and expand their understanding of how health care systems function. In partnership with the Palumbo-Donahue School of Business, the Executive Nurse Leadership and Health Care Management student will couple their nursing experience to gain knowledge in areas such as finance, budgeting, and human resources that will prepare them to execute strategic plans that will improve healthcare outcomes and transform organizations. Degree requirements may be completed on a full-time (six credits per semester) basis. After being accepted for admission to the MSN program, each student is assigned a faculty mentor who will assist the student regarding questions about the program. Once enrolled, students have up to five years to complete the program. In addition, the SON offers an 18-credit Post-Master’s Certificate in Nurse Executive Leadership for those students who already possess a masters or doctoral degree and wish to gain information on the business side of health care operations and management. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

**On Campus Visit**
There are no mandatory on campus visits for this program.

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

- **GNED 507 Foundations in Education Theory for Professional Practice Disciplines** - 3 credits
- **GNED 522 Innovative Curriculum Design and Evaluation** - 3 credits
- **GNED 532 Emerging Trends and Innovations in the Teaching of Nursing** - 3 credits

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

- **GNFO 518 Criminal Law and the Courts** - 3 credits
- **GNFO 519 Advanced Forensic Nursing I: Theory and Practice** - 3 credits
- **GNFO 520 Advanced Forensic Nursing II: Program Development, Leadership and Policy** - 3 credits

A **Concentration in Transcultural Nursing** was created for students as an added option. A person’s cultural preferences should consistently be reflected in all patient care standards—but that is not always the case. That is what makes this concentration so important. You can
bridge the gap between culture and healthcare.

Transcultural care emphasizes and embraces the emotional and spiritual connections that influence healthcare decisions. You will learn how to view patient preferences through a new lens that significantly impacts patient care outcomes. This advanced perspective can help you make a difference with vulnerable populations where you live and work, as well as around the world.

GPNG 908 Advanced Population Health 3 Credits
GPNG 917 Transcultural Care and 3 Credits Global Health Perspectives
GPNG 928 Social Justice and 3 Credits Vulnerable Populations

**Advanced Standing for MSN/PMC Program**

A maximum of six (6) MSN level credits may be accepted in transfer towards a master’s degree of 30 credits. For master’s degrees of more than 30 credits, no more than 25% of the total semester hours for the degree may be accepted in transfer. A maximum of nine (9) MSN level credits from a regionally accredited university and approved program may be transferred toward the completion of the requirements for the Certified Registered Nurse Practitioner (CRNP) tracks, while three (3) credits may be transferred toward the completion of the requirements for the Post-Masters Certificates in Forensic Nursing, Nursing Education and Faculty Role, and Executive Nurse Leadership in Health Care Management.

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

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

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

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

- Complete a *Request for Advanced Standing* form as part of the MSN/PMC 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
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 with the application. The request will be forwarded to the appropriate Program Director for evaluation.
Acceptance or rejection of Advanced Standing credits will be included in an email sent to the applicant.
Approved advanced standing credits will be forwarded to the Graduate Academic Advisor.

All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

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

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

The student must complete the School of Nursing Specialization of Transfer Form which is available from the Graduate Academic Advisor. The form is to be submitted to the School of Nursing Graduate Academic Advisor who will forward the application to the appropriate Program Director for review. 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 Academic 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 made inactive 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.

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.

For the majority of students, a positive confirmation of a preceptor or clinical site is obtained through an employment, professional, or personal connection. Students benefit by learning to professional network in settings that are appealing to them. Duquesne University School of Nursing reserves the right to integrally involve students in their clinical placement search and has a number of resources, in addition to a designated Clinical Coordinator for Online Programs, to assist students. Any student that is placed by the SON will require a license in Pennsylvania, as well as all clearances and site-related requirements, and will be required to adhere to the clinical location, dates, and times established. Any refusal to accept said clinical opportunity may result in a program plan change."

- All School of Nursing graduate clinical requirements (CastleBranch)
- All School of Nursing graduate health requirements (Duquesne Health/PCHR)
- Submission and approval by the course faculty of record of clinical preceptor/agency request through the Footprints clinical tracking system.
- Receipt of fully executed preceptor and affiliation agreements between Duquesne University and clinical site. Once a student completes the approval process through Footprints, the Clinical Coordinator will send and process the contracts.

Failure to meet clinical, health, clearance, drug screen, and site-related requirements by the pre-established clinical deadline will prohibit students from clinical learning activities and may result in a program plan change. Any clinical/practicum hours completed by a student without receiving a greenlight from the Clinical Coordinator will not be counted toward the requirement of the course.

All clinical requirements must be entered in to the CastleBranch online system to be reviewed. All clinical requirements must be reviewed and approved in order for a student to be eligible to begin a clinical/practicum course. Please follow the instructions for creating an account with CastleBranch and uploading documents for review. All health requirements must be entered into the Duquesne University Student Health Portal for review and approval. All health requirements must be reviewed and approved in order for a student to be eligible to begin a clinical/practicum course. Please follow the instructions for accessing the Student Health Portal and uploading documents for review. This process should be started in the 2nd semester of study, and students will receive messaging that deserves immediate attention guiding them through the process. Deadlines for all clinical learning activity documents will be communicated by the Clinical Coordinator via email and the Clinical Coordination Blackboard page on a
School Of Nursing Clinical Requirements

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

Students enrolled in the Adult Gerontology Acute Care Nurse Practitioner track are also required to upload proof of Advanced Cardiovascular Life Support.

RN License
All students are required to have a current, unencumbered RN license in the state in which they are completing clinical or practicum hours. If a student is completing clinical or practicum hours in multiple states, they are required to submit proof of licensure in each state in which they are completing clinical or practicum hours.

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

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

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

**CastleBranch Instructions**

You must establish an initial CastleBranch document tracker account. The cost of this package
($10) includes the review, management, and storage for your clinical requirements both as a
current student and after graduation. CastleBranch is also the preferred route for all state-
specific background checks and drug screenings unless otherwise noted.

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

- Visit [duquesne.castlebranch.com](http://duquesne.castlebranch.com)
- Click on “Place Order” at the top of the page in red
- Choose your online program
- Choose your state of residence
- Choose “I need to submit my document tracker requirements”
- Check the box after reviewing the disclaimer.
- Click Continue.
- Enter your personal information and personal identifiers. Please note,
you must use your Duquesne (@duq.edu) email address
- Enter your Graduate Designation, Degree, and Expected Graduation Year
- Click Next
- Choose a password
- Confirm the password
- Click Create Account
- Enter any additional names you may have used in the past
- Choose the name for the document manager from the dropdown menu and click Next
- Review your order and click Next
- Enter your payment information, verify your billing address, and then click Submit
- Review your order confirmation page. You will also receive an email with this information.
  You can print your confirmation page at this time.
- Click Next to see your document manager.
- Your package will contain four (4) required documents (CPR certification, RN license,
  HIPAA, and BBP). Next to each required document is a plus (+) sign that will show you
  what the requirements are for each document in detail. You can upload each document to
  its respective location as it becomes available to you. You may also upload all documents
to the My Documents folder in the Document Center and then place them in their
appropriate folder. Follow the instructions for uploading and submitting each of the four (4) documents. Students enrolled in the MSN Adult Acute Care Gerontology Nurse Practitioner Track are required to upload their additional ACLS completion certification as well. This will auto populate when you choose your online program at the start of the ordering process.

- Students are able to see the status of each document. Documents uploaded will have a status of “In Process” or “Pending Review” until each document is reviewed by CastleBranch. When a document has been reviewed and approved, its status will change to “Complete.”
- Students are responsible for uploading their documents and checking on the status of them in a timely manner. CastleBranch will send email alerts as RN licenses and CPR certifications are nearing expiration.

**School Of Nursing Health Requirements**

Students must provide evidence of:

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

Students must submit the completed Health Requirements Form and retain a copy for themselves.

**Additional Health Requirements**

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

**University Student Health Portal**

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

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

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

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

**Footprints Clinical Tracking System**

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

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

To create a Footprints Preceptor/Agency request:

1. Access the Footprints web site (footprints.cr.duq.edu). This link is also posted under Common Links & Forms on the Clinical Coordination Blackboard page
2. Log in with your Duquesne Multipass login and password
3. The first time you log in, change the Problem/Incident pulldown in the top right corner to Preceptor/Agency request. You only have to do this once.
4. Click New Issue at the top left of your screen
5. Complete the information in the following sections:
   a. Contact information
   b. Program Information (program, school year, semester, course, and course section, if known)
   c. Clinical Site Information (Clinical site name, address, administrative contacts’ first and last name, administrative contacts’ email, work phone, fax number). Employment status refers to whether or not you are currently employed at the same site as the preceptor requested. Please note if your site requested is rural and/or treats underserved populations.
   d. Preceptor Information (Preceptor first and last name, email address, preceptor credentials,
specialty, work phone, fax number, and number of hours requested)

6. The preceptor CV must be attached to the Footprints request for the request to process to faculty review. PDFs and Word documents are acceptable. Click on Attach Files to upload file.

7. You leave comments, if necessary, to explain your request.

8. Click on the Save icon on the bottom left side of the page.

9. Log out

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

**Clinical Contracts**

Students are only permitted to begin clinical experiences once all clinical and health requirements and all site-specific requirements have been completed. In addition, students cannot begin clinical experiences until all contracts have been fully executed and returned to the Clinical Coordinator. All Clinical, Site-Specific and Health requirements must be completed by the designated date found on the Clinical Coordinator’s website. Dates will be noted 3 semesters in advance and updated each term. If these pre-requisites are not met the student will be required to withdraw from the course. More direction will be provided within each course for beginning clinical hours based on the academic calendar.

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

**Preceptor Selection**

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

1. Unencumbered professional license and/or national certification
2. Documented current practice in the field of at least one full year of practice
3. Current employment at requested agency
4. Minimum of a Master’s degree in nursing
5. Commitment to high professional standards
6. Previous preceptor experience is preferred
7. Interest in working with students with desire to foster student learning
8. Willingness to complete all obligations associated with precepting
9. **For CRNP students:** preceptors may include an MD, DO, nurse practitioner, or certified midwife. NPs and midwives must hold national certification, and have at least one year of clinical experience. Physician Assistants may not be utilized as a preceptor per the Pennsylvania Board of Nursing
10. **For CRNP students:** the clinical site must be congruent with the focus and role preparation of the NP track. Faculty can guide specific questions and requests.
11. **For CRNP students:** the precepted clinical site must be within the United States or a United States affiliate, such as a military instillation. International contracts will not be approved.

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

**Process for Establishing a Preceptorship**

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

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

**Typhon Student Tracking System**

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

**ISABEL**

Isabel is a differential diagnosis tool that students will begin to use in their Advanced Physical Assessment course. This differential diagnosis tool will be purchased through the students' graduate fees, and will be utilized throughout the CRNP management courses to advance this critical thinking skill necessary for advanced practice.

**Clinical Failures: Certified Registered Nurse Practitioner Tracks**

Students who earn a failing grade in the didactic portion of a patient management course will also earn a failing grade for the clinical portion and be required to complete both portions of the course.

The patient management courses include:

- FNP - GNFN 508, 509, 510, 511 and GPNG 528
- AGAC – GNAG 550, 551, 552, and 553
- PMH – GNMH 538, 540, and 541

Students who earn a failing grade in the clinical portion of the course will also earn a failing grade for the didactic portion will be required to complete both portions of the course. The preceptor clinical evaluation may not have any scores rated lower than “2” indicating, a course failure.

**Remediation Procedure**

1. If the student’s performance is unsatisfactory on any given clinical day, the Clinical Preceptor will initiate an informal conference with the student. This informal conference will provide the student with constructive feedback to assist them in ongoing improvement in clinical practice.
2. Should the student’s performance continue to be unsatisfactory, the Clinical Preceptor will notify the Clinical Faculty who will assist the Clinical Preceptor in formulating a remediation plan explaining areas of concern and behaviors necessary to correct these deficiencies. This process will be completed by mid-semester, if possible, so the student has time to improve.

3. If at any time, concern or questions remain about the student’s performance the student will be required to come to the Duquesne campus for direct faculty observation. Any costs associated with onsite attendance will be the responsibility of the student.

4. 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.

5. The Course Faculty, CRNP 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.

6. 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.

7. 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 CRNP 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.

Pre-requisites to CRNP Management Courses

All Clinical, Site-Specific and Health requirements must be completed by the designated date found on the Clinical Coordinator’s website. Dates will be noted 2-3 semesters in advance and updated each term. If these pre-requisites are not met the student will be required to withdraw from the course.

Definition of Terms:

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

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

Clinical Faculty: The faculty assigned to students in a clinical course. Will work in tandem under the direction of the course faculty.
**Clinical Preceptor:** An APRN, board certified physician (MD or DO), who provides clinical preceptorship to an NP student at an approved clinical site.

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

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

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

---

**Exam Policy for Online Exams**

**Exam Monitor**

Exam Monitor is the proctoring software used for exams and is integrated into the Examplify software for Windows and Mac computers. Exam Monitor will record the student’s webcam, microphone and computer screen for the duration of the exam. The recording will be reviewed by a proctor and flagged for any suspicious activity and academic integrity violations. Any flagged items will be reported to the student’s course instructor for review. Students must use the latest version of Examplify software to take a proctored exam and update their Examplify software when new releases are made available. The student must also maintain an active Internet connection to start the exam and to upload their answer file and Exam Monitor video after submitting the exam. The purpose of this technology is to reduce violations of academic integrity and better comply with evolving accreditation standards.

Exam Monitor will be used with online examinations as instructed by faculty.

- Students are required to download the required Examplify software and log in with their account credentials following the procedures outlined in the Examplify instructions.
- Students are responsible for self-testing the functionality of the system well in advance of all Examplify exams in their courses, so that any troubleshooting that is required can be accomplished.
- Students who elect to travel during a major exam experience assume the risk for technological issues that may hinder or prevent the exam process. Elective travel is not an acceptable reason for missing an exam. Any missed exam will have a score of zero entered.
- Students are required to complete the Mandatory Mock Exam prior to the first Exam Monitor proctored exam, dates will be noted and communicated by each course faculty. Failure to complete the Mock Exam by the assigned deadline will result in a loss of five points from the student’s earned score for the exam. An Open Mock Exam will be
available after the Mandatory Mock exam closes for students to test their system at any
time, and before the next exam.
- Students are responsible for following the proctored testing policy set by the School of
  Nursing.

**ExamID**

ExamID is a security feature for authentication and is integrated into the Examplify software for
Windows and Mac computers. Students are required to have a webcam (integrated or external)
and a microphone. ExamID will take a baseline photo of the student when starting the first
exam, such as when students take a mock exam. Every subsequent exam, another photo must
be captured which will then be compared against this baseline photo. The student will be able
to start the exam if the software is able to authenticate the newly taken photo against the
baseline photo. Be sure to take each photo in a well-lit area with no bright light sources, such as
a window, behind the student. The photo must be of the student and not a photo of an ID card.

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

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

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

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

Comprehensive Examination for Nurse Practitioner Students
The purpose of this comprehensive examination is to determine the student’s ability to synthesize the knowledge gained through the CRNP program. The examination will be offered as the final examination in the last patient management course. The date and required passing score will be determined by the CRNP faculty and students will be notified on the first day of class. Each exam attempt will be in a remote setting with the use of proctoring software. A student must successfully pass the examination and the course in order to be eligible for graduation, in addition to meeting the School of Nursing graduation requirements. A maximum of two exam attempts will be scheduled by the faculty.
**Requirements for Graduation**

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

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

Student Signature: ________________________________

Clinical Faculty: ________________________________
PHD PROGRAM AND POLICIES
PHD PROGRAM AND POLICIES

PhD Program for the 3- and 4-Year Plans

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

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

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

Residency Requirements

Residency 1: Doctoral Week (Summer of year 1)

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

Residency 2: Study Abroad (Summer of year 2)

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

Residency 3: Topic and Committee Approval (Year 2 for 3-yr program and Year 3 for 4-yr program)

This residency provides an opportunity for the student to meet with his/her faculty mentor at Duquesne University for discussion and writing around dissertation topic development in preparation for approval. Students attend the 3-day intensive writing workshop and will defend
their topic and committee at the end of the workshop.

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

**PhD Admission Option: DNP to PhD**
This PhD option permits nurses with a DNP degree to gain valuable skills that will enable them to function as independent researchers.

The admission option and program can be completed in 2.5 years and includes 38 credits.
Students with this admission option take 29 course credits and 9 dissertation credits. There are four residency requirements for this admission option.

**Residency Requirements**

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

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

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

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

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

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

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

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

**Residency 3**: Study Abroad (Summer of year 2)
Students enrolled in both GPNG923 Methods of Scientific Inquiry II and GPNG 903 Measurement Issues, take part of the course as a study abroad experience (10-14 days) in locations such as Dublin, Ireland where students have housing at the Duquesne University Ireland campus.

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

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 Academic Advisor for inclusion in the student file and processing with the Registrar.

All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

**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 one (1) year (maximum total program – 9 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

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 750 words or less abstract/summary for the PhD Review Committee using the following headings and includes:

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

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

The proposal should be reviewed by the proposed dissertation committee for their tentative approval. The student will follow the process for PhD Program Topic and Committee Approval outlined below.
Dissertation Topic and Committee approval (Form #1)

- Student sends Dissertation Topic and Committee proposal electronically to the Graduate Programs Administrative Assistant for PhD Committee Approval by an agreed upon deadline.

- Students will attend the Dissertation Topic and Committee Approval meeting/defense, in person during the residency requirement.

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

- PhD Faculty review proposal and vote at the PhD Program Topic and Committee meeting.

- Student's Dissertation Topic and Committee Proposal 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 sent from the Chair

- Graduate Program Administrative sends out a letter of adjunct faculty status to the external member

- Student's Dissertation Topic and Committee Proposal 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.
Dissertation Topic and Committee Approval

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

Student:

Date of Admission:

Initial Advisor:

Dissertation Committee:

Dissertation Chair: [Type name below] __________________________

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

Date __________________________
FORM #1 - DISSERTATION TOPIC AND COMMITTEE APPROVAL

STUDENT: ____________________________________________________________

DATE OF ADMISSION: ________________________________________________

INITIAL ADVISOR: ____________________________________________________

TOPIC: ______________________________________________________________

.....................................................................................................................

DISSERTATION COMMITTEE:

Dissertation Chair:

__________________________ ________________________________
Type name                      Signature                        Date

Internal Member:

__________________________ ________________________________
Type name                      Signature                        Date

Internal Member:

__________________________ ________________________________
Type name                      Signature                        Date

External Member:

__________________________ ________________________________
Type name                      Signature                        Date

Ad hoc, if applicable

__________________________ ________________________________
Type name                      Signature                        Date

Ad hoc, if applicable

__________________________ ________________________________
Type name                      Signature                        Date

Topic and committee approved by PhD faculty

Joris Gielen, PhD
Director, Center for Healthcare Ethics

__________________________
Date

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

__________________________
Date
Approval of Program of Studies (Form #2)

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

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

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

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

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

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

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

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

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

SCHOOL OF NURSING

APPROVAL OF PROGRAM OF STUDY

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

STUDENT:
DATE OF ADMISSION:
INITIAL ADVISOR:

__________________________________________________________

DISSEYRATIoN COMMETEE: Type name below Signature Date

Dissertation Chair: ________________________________

Internal Member: ________________________________

External Member: ________________________________

Ad hoc, if applicable ________________________________

Ad hoc, if applicable ________________________________

Program of studies approved by Dissertation Committee

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

__________________________________________________________
Date

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# APPROVAL OF PROGRAM OF STUDY

Student Name:

*Include courses both completed and proposed:*

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<thead>
<tr>
<th>Course/Credits</th>
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<tr>
<td>Philosophy of Science and Theory/3 – FA</td>
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<td>Structure of Nursing Knowledge/3 – FA</td>
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Updated: 7/1/2015
FORM #2 - APPROVAL OF PROGRAM OF STUDY

STUDENT: ____________________________________________________________

DATE OF ADMISSION: ________________________________________________

INITIAL ADVISOR: ____________________________________________________

TOPIC: __________________________________________________________________
________________________________________________________________________

DISSEMINATION COMMITTEE:

Dissertation Chair:

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Internal Member:

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Joris Gielen, PhD  
Director, Center for Healthcare Ethics  

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

Date
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.

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

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

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

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

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

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

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

STUDENT:

DATE OF ADMISSION:
The proposal defense meeting was held on:

______________________________

DISSERTATION COMMITTEE:

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
FORM #3 - DISSERTATION PROPOSAL DEFENSE

STUDENT: _____________________________________________________________

DATE OF ADMISSION: ________________________________________________

The proposal defense meeting was held on: ________________________________

............................................................................................................................

DISSERTATION COMMITTEE:

Dissertation Chair:

________________________________________ ____________________________

Type name Signature Date

Internal Member:

________________________________________ ____________________________

Type name Signature Date

Internal Member:

________________________________________ ____________________________

External Member:

________________________________________ ____________________________

Type name Signature Date

Ad hoc, if applicable

________________________________________ ____________________________

Type name Signature Date

Ad hoc, if applicable

________________________________________ ____________________________

Type name Signature Date

Joris Gielen, PhD
Director, Center for Healthcare Ethics                               Date

Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN
Chair, Advanced Role and PhD Programs                               Date
Final Dissertation Defense (Form #4)
The final defense is the oral defense of the completed dissertation. It involves a public defense before the dissertation committee and the University community followed by a private defense before the dissertation committee. You may be directed to make changes to the written dissertation document after the defense. Dissertation defense deadlines will be posted on the PhD website each academic year. To be assured that you will graduate on a given date, you must be prepared to defend by the deadline for that particular semester. Each student and his/her dissertation chair will determine appropriateness of graduation dates. As a general guideline, you should be ready to defend at the beginning of the semester in which you plan to defend. To do it correctly, it takes an entire semester.

You should plan a presentation of no more than 20-25 minutes. Following your presentation, your committee members and others in attendance will ask questions; your answers to those questions constitute your defense of the decisions you made, the methods you used, and your interpretations of the data. This is a scholarly exchange and should not be perceived as criticism, but you are expected to be able to answer questions about your research and to defend your work.

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

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

```
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.

Student defends dissertation

Student's Final Defense is approved

Student completes PhD Form #4, collects all committee signatures and submits it to the Graduate Programs Administrative Assistant

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
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# APPROVAL OF FINAL DEFENSE OF DISSERTATION

**STUDENT:**

**DATE OF ADMISSION:**

**DISSERTATION TITLE:**

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**DISSERTATION COMMITTEE:**

<table>
<thead>
<tr>
<th>Type name below</th>
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<tr>
<td>Dissertation Chair:</td>
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<td>Internal Member:</td>
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<td>External Member:</td>
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<td>Ad hoc, if applicable:</td>
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</table>

Approved by Dissertation Chair and Committee

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Rick Zoucha, PhD, PMHCNS-BC, CTN-A, FAAN  
Chair, Advanced Role and PhD Programs  
Date
FORM #4 – FINAL DISSERTATION DEFENSE

STUDENT: ______________________________________________________________

DATE OF ADMISSION: ________________________________________________

DISSERTATION TITLE: _________________________________________________

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DISSERTATION COMMITTEE:

Dissertation Chair:

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Type name  Signature  Date

Internal Member:

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Internal Member:

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External Member:

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Ad hoc, if applicable

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Ad hoc, if applicable

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Type name  Signature  Date

Joris Gielen, PhD
Director, Center for Healthcare Ethics

Date

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

Date
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 dependent 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 Committee 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 for PhD and PhD in Nursing Ethics candidates and after 12 credits for DNP to PhD candidates.

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 Dissertation 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 Academic Advisor in writing and designate that they will be registering for Continuous Registration either FT or HT. The Graduate Academic 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 final 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.

6. The student will not be permitted to return to Continuous Registration until the Independent Study is completed and the Dissertation Committee Chair grants permission.

Please, refer to Figure 1 on following page.
Institutional Review Board (IRB) Approval

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

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

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

Guidelines for Application to Duquesne University
Institutional Review Board (IRB) Submission

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

- Begin the process early.
- Students begin the IRB application process once they have successfully defended their proposal. Please go to the Duquesne University Research web site for additional information.

All faculty and student investigators conducting research on human subjects at Duquesne University are required to submit their IRB applications via Mentor IRB. This IRB software tracking system will enable the IRB to better serve the Duquesne research community. It is completely online and will allow the IRB to manage the review process from investigator submission to continuing reviews or termination of study. Mentor IRB has been tailored to fit the needs of faculty and student researchers at Duquesne University. All new IRB forms as well as the Mentor IRB User Guidelines and link to Mentor IRB can be accessed via the Office of Research website.

All faculty and student researchers will need to use the new IRB forms and review the Mentor IRB User Guidelines prior to submitting a new IRB application or an amendment to a previously approved IRB application. In addition, please note that Mentor IRB will
automatically generate an email notifying the faculty researcher or student researcher and advisor one month prior to the date due for annual/continual review or termination of the study upon completion. Please see the Mentor IRB User Guidelines for specific instructions on how to do this.

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

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

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

**Writing Process for the Dissertation: Proposal and Manuscripts**

**Manuscripts**

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 format 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.

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. 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 submitted for publication, accepted for publication, or published.

Dissertation Proposal with 2 Publishable Manuscripts*

A publishable manuscript emanates from the proposal and includes an integrative review of the literature. This is decided upon with the Dissertation Chair and Committee. At least one publishable manuscript is also required for the dissertation results. Manuscripts must be submitted for publication, but do not have to be published prior to graduation.

Dissertation proposal

The Dissertation Consists of the Dissertation Proposal with 2 Publishable Manuscripts (this replaces the traditional dissertation with chapters). The manuscripts that emanate from the proposal typically include an integrative review of the literature and a results manuscript. Manuscripts must be written for publication, but do not have to be published prior to graduation. The student plans the dissertation with the Dissertation Chair and Committee members.
Proposal

The proposal is written in the style of an NIH grant and requires scientific rigor, critical analysis and synthesis of the literature, logical development of arguments, and justification for research methods.

The dissertation proposal addresses the following areas: Specific Aims, Significance, Innovation, and Approach. Items A through D (discussed below) may not exceed 30 double-spaced pages, including all tables and figures, which are embedded in the body of the proposal*. The contents of the dissertation proposal are described as follows:

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

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

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

D. Approach (majority of the pages in the proposal will be devoted to this section, ~14 pages)
   I. Presents preliminary work done by the student that is directly related to the proposal, e.g., pre-testing of instruments, pilot studies, and/or field work or mini study, as appropriate.
   II. Specifies details for the conduct of the dissertation research.
   III. Includes the following elements: a) research design; b) setting and participants, including recruitment and consent procedures, if applicable c) sample size and power analysis, if applicable; e) measures; f) intervention, if applicable; g) procedures for data
collection; h) analytic plan; i) study limitations; j) potential problems with the proposed procedures and potential strategies to address.

The following sections are not included in the page limit.

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.

Appendices

Appendix A: Protection of research participants including the Institutional Board approvals that will be sought, potential risks to research participants, and procedures proposed to reduce the risks, as applicable.

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

Other Appendices (optional). These may include interview guides, measurement tools, or draft Consent forms at the discretion of the chair.*

*Please note key tables or figures must be embedded in the proposal body (an allowable exception to APA formatting) and are not to be included as appendices.

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 website.

Program Policies for PhD in Nursing Ethics

Comprehensive examinations

Registration in Advance of Submitting Letter of Intent

Students must register for one credit for the term in which comprehensive examinations are planned.
Purpose of Written Comprehensive Examinations

In the written comprehensive examination, the candidate must display mastery of a body of relevant information (related especially to cases and topics in the field) by deploying skills of critical reasoning. The exams focus on the three critical elements of scholarship: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. In the process the candidate will demonstrate understanding of relevant concepts, ideals, theories, models, cases, materials, author’s positions, doctrines, policies, etc. The main focus of these exams is to ascertain whether the candidate is capable of undertaking the independent and original research and writing to complete the PhD dissertation.

To prepare for the written Comprehensive Exam students should prepare two research essay topics (see items below).

Written Comprehensive Examination

Critical Essay.

Students must apply for comprehensive examination one month after the completion of coursework by submitting a formal letter (email) and essay titles to the HCE Center Director for approval. All required coursework needs to be completed including removal of incompletes or “I” grades from transcripts before the letter may be sent. Typically, this will be in the fall semester of the student’s third year at Duquesne University.

The essays may be distinct components of the student’s anticipated PhD dissertation. These essay titles must not duplicate essays written during course work. Also, the student will submit a list of all course essays written for HCE courses. The student will then be given 2 months to research the 2 essay titles prior to the scheduled exam.

At the assigned time the student will be given one of the 2 titles to write a 30-page research essay (plus bibliography). The student will follow the APA style for notes and bibliography. The essay will be written at home over a period of one week (Monday 9am until Friday 5pm) using whatever resources the student prefers. The essay title will be provided to the student by 9am on the Monday of the assigned week and the student will submit the essay electronically to the Center Director by 5pm on the Friday of the assigned week.

The purpose of this essay is to demonstrate the skills needed to write a doctoral dissertation. Hence, the essay must be of very high quality given the time to prepare and write the text.

There will be three full-time HCE faculty examiners. Faculty evaluating the exam will focus on three items cumulatively: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. Faculty members will evaluate the essay based on categories of pass with distinction, pass, fail. Faculty evaluation will be undertaken within one week of completing the exam.
Retaking the Written Examination
Should a doctoral student fail the written examination, the written exam may be taken for a second time within a period of two months with the assumption that two new topics have been approved.

Record of Passing Comprehensive Exams
HCE sends a memo to the Dean of the McAnulty Graduate School and the Chair of Advanced Role and PhD Programs in the School of Nursing to enter into the student’s record that Comprehensive Exams have been passed. HCE sends a letter to the student confirming that the Comprehensive Exams have been passed. This record in the School initiates the time that a student has to complete the Doctoral Proposal (2 years) and then to complete the Doctoral Dissertation (2 years).

Dissertation

Purpose of PhD Dissertation
The PhD degree is a research degree that trains students in a systematic and critical manner to be scholars in the field. Hence, the PhD dissertation focuses upon appropriate research and writing competencies to be successful scholars in the field. The PhD dissertation is between minimum 250 pages and maximum 300 pages of research analysis (double-spaced) plus notes and bibliography, unless an exception is permitted by the Center Director.

Both the PhD dissertation and the DHCE project must focus on the three components for essay writing that the HCE program emphasizes: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument.

Committee Director and Readers
Students are recommended to start reflecting on possible dissertation topics and consider options for their dissertation committee early on in the program. They are advised to discuss their ideas with their faculty mentors. In the course of the spring semester of the student’s first year at Duquesne University, the director of the Center for Healthcare Ethics will schedule an appointment with each student to discuss their dissertation plans and advise them on the future direction. After comprehensive exams, the student choses a dissertation director and dissertation committee members in dialogue with all concerned faculty (i.e. the prospective dissertation director, the HCE director and Chair of Advanced Role and PhD Programs in the School of Nursing) and with the agreement of the relevant faculty. It is essential that the committee is formed prior to the Dissertation Topic and Committee Approval Process. In Healthcare Ethics this approval process is referred to as the Proposal Defense that occurs after HCE comprehensive exams.
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 member must be submitted to the Chair and then to the HCE director and Chair of Advanced Role and PhD Programs in the School of Nursing.

As a rule, the dissertation committee will consist of three to four members:

- Dissertation chair: HCE faculty or SON ethics faculty. Ethics faculty are PhD faculty members at the School of Nursing who teach ethics and have extensive experience in normative ethics research
- Internal SON faculty member with a nursing degree
- External member, not affiliated to Duquesne University. The external member is a content expert and holds a PhD in a relevant discipline
- If the dissertation chair is not an HCE faculty member, an HCE faculty member is added to the committee as a fourth member

**Doctoral Proposal**

**Developing the Proposal**

The student and Committee Director meet to plan the development of the Doctoral Proposal. As the focus of the doctoral dissertation becomes clear, Committee Readers are discussed and selected, as described above. This initial process of developing the Proposal typically requires several months. Guidelines for the proposal are available on the HCE website.

**Proposal Review**

After the Committee Director is satisfied with the Doctoral Proposal, the Proposal is submitted to the Readers for their individual review and critique. Typically, this process involves two rounds of comments: the first round is to review the Proposal for the first time; the second round is to review how the student has addressed the Readers’ suggestions. After these two rounds of review there is a formal Proposal Review Meeting.

**Proposal Review Meeting**

Once the Doctoral Committee is satisfied with the student’s proposal, the Center Director shall coordinate a formal Review Meeting with the Committee. The purpose of this formal review is to provide the student with the opportunity to present the Doctoral Proposal in a formal forum for critical discourse. As a result, the Proposal may be approved outright; or the student may be invited to add minor changes, such as can be listed in an internal addendum for the Committee’s subsequent attention during the writing phase; or the student may be required to substantively amend the Proposal before it is submitted to the Dean of the McAnulty Graduate
School for approval. If a substantive amendment is required, there will be a subsequent Proposal Review Meeting after the Doctoral Committee is satisfied with the revised Proposal. The student will attend the Proposal Review Meeting either in person, through phone, or through video-conferencing.

Organization of the Proposal

The Proposal shall be organized in a standard manner consistent with University policies, as follows. Samples for the Title Page and Signature Approval Page can be provided by the SON Chair of Advanced Role and PhD Programs.

- Title Page (the dissertation title should indicate a thesis).
- Signature Approval Page.
- Table of Contents.
- State of the Question (explaining relevance of proposed dissertation).
- Thesis Statement with Objectives (identifying the argument and its justification).
- Review of the Literature (to demonstrate originality of the Proposal).
- Dissertation Review (specific guidelines for this section are available on the HCE website).
- Summary of Proposed Analysis (each chapter relating the argument with major literature being engaged).
- Outline of Dissertation.
- Bibliography (only works cited in the analysis).

Review of Doctoral Chapters

Committee Director’s Review

Once the committee approves the proposal following the overview meeting, the student shall submit doctoral chapters to the Committee Director for critique and approval.

Three major categories are involved in assessing the quality of the student’s work: development and justification of argument; critical analysis in the organization of the argument; and integration of the literature in making the argument. The dissertation will focus on normative ethical argument development, but may include up to 100 pages of original empirical research, provided it is integrated in a meaningful and methodologically sound manner into the normative argument.

Readers’ Review

When the Committee Director is satisfied with the student’s work, the Committee Director or student shall send the entire approved text (the dissertation) to the Committee Readers for review and comment. However, at the discretion of the Committee Director, a specific chapter may be submitted to the Reader(s) as specific expertise may be needed.
Ordinarily, the review of the entire dissertation involves two rounds of comments: the first round is to review the Dissertation for the first time; the second round is to review how the student has addressed the Readers’ suggestions. However, the student should typically not advance to the “Doctoral Defense” until the Doctoral Committee is generally satisfied with the quality of the student’s work.

**Review Timelines**

Typically, review and comments to students should be completed and returned within one month after receipt of each chapter in order to optimize the student’s planning and progress. However, when the entire dissertation or project is submitted to Readers for their review, ordinarily a time-span of three months should be provided for Dissertation review.

**Doctoral Defense**

Students whose dissertation has satisfied the Doctoral Committee shall proceed to the oral doctoral defense. The Committee Director shall notify the Center Director who shall arrange a day and time for the respective oral defense. The Doctoral Director will chair the defense meeting. The student shall present a verbal summary of the dissertation (30 minutes) and the Doctoral Committee shall each have 15 minutes to engage discourse on the presentation and submitted text. Thereafter, Committee members can pursue further discourse for up to 30 minutes.

At the end of this period, the Doctoral Director will ask the student to leave the room while the Committee discusses the student’s performance in the defense. Only the Doctoral Committee can determine the official outcome. The Committee’s determination includes review of both the submitted text and the defense.

Thereafter, typically immediately after the defense meeting ends, the Doctoral Director will inform the student of the outcome that can be one of the following: formal approval of the dissertation; or the requirement to resubmit the dissertation based on critiques identified at the defense. If the latter pertains, the Dissertation Director will submit to the student in writing a list of the items requiring further attention or development. Within a three-month period, a subsequent Doctoral Defense should occur. This process may be repeated until the quality of the student’s work is satisfactory. Or the Doctoral Committee, in the event of unsatisfactory re-submission(s), may determine that the student does not warrant the degree. If the dissertation is approved, the dissertation director will inform the deans of the McAnulty Graduate School and the School of Nursing of this outcome. The dean of the McAnulty Graduate School will send a letter to the student confirming that the dissertation has been approved.

The oral doctoral defense meeting can only be organized if the student is present. The oral defense is an open meeting, accessible to anybody interested. The student may invite friends, family and colleagues to attend. The Center for Healthcare Ethics and the School of Nursing will announce the public defense on their websites. Participants in the meeting cannot take the
floor; only Committee members can ask questions. Also, the student’s work will not be available for the meeting, other than to the Committee members.

Submission of Doctoral Text to the University

Students planning to graduate after a successful doctoral defense must meet the relevant deadlines for submission of text, including those of the McAnulty Graduate School and the University Gumberg Library. Students are responsible for identifying these timelines and meeting them accordingly. It is mandatory that the PhD Dissertation is published as an ETD in order to graduate. See: http://guides.library.duq.edu/etd

Statute of Limitations.

The Proposal must be approved within 2 years of passing Comprehensive Exams. In total, the doctoral proposal and dissertation must be completed within 4 years after successfully completing the Comprehensive Exam. Doctoral time extensions are granted only under exceptional circumstances with approval of the dean of the McAnulty Graduate School based on the recommendation of the dissertation chair, the HCE director and Chair of Advanced Role and PhD Programs in the School of Nursing.

Eligibility for Graduation

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:

- Complete all course requirements with a minimum cumulative quality point average (QPA) of 3.0 on a 4.0 scale.
- Complete the required courses according to grading policy and complete credits for respective program track.
- 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.
- Submit Electronic Thesis & Dissertation (ETD) requirements by deadline posted in Academic Calendar

Eligibility for graduation is determined by the Graduate Academic 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.
DNP PROGRAMS
AND POLICIES
DNP PROGRAM AND POLICIES

Duquesne University offers two online Doctor of Nursing Practice tracks: Clinical Leadership and Executive Nurse Leadership and Healthcare Management. The main purpose of the DNP Program is to prepare graduates for evidence-based practices (EBP) to be used in patient care, leadership, and healthcare policy in organizational systems. Graduates will have the skills to elevate patient care across a variety of health care and academic settings, and will play a role in redefining the delivery of quality patient care and the future of the nursing profession by leading and effectively managing interdisciplinary teams that are focused on redesigning systems. Both of these DNP degrees provide opportunities for students to advance their practice in clinical and administrative roles to shape the future of nursing practice and ensure that patients receive compassionate care to meet the evolving needs in healthcare and academia.

DNP Clinical Leadership

The Clinical Leadership DNP program will help students learn how to effectively influence patient care and health policy outcomes for diverse populations through evidence-based practice (EBP). A graduate may pursue roles where they are responsible for managing nursing staff, teaching undergraduate or graduate nursing students, or serving as a resource of knowledge for your interdisciplinary team in implementing best practices when it comes to patient care or review of health policy initiatives. The curriculum for the DNP programs build on the traditional master's programs by providing education in EBP, quality improvement, and systems leadership that will support transformation of healthcare systems. After being accepted for admission to the DNP program, each student is assigned a faculty mentor who will assist the student throughout their program. Once enrolled students have up to five years to complete the program. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

DNP Post Masters/Post Baccalaureate Nurse Executive Leadership in Health Care Management

These Executive Nurse Leadership and Healthcare Management programs also focus on EBP, quality improvement, and systems leadership as stated in the DNP Clinical Leadership program. Additionally, and in partnership with the Palumbo-Donahue School of Business, the Executive Nurse Leadership and Health Care Management student is ready to pursue their goal of becoming a healthcare executive. They will couple their nursing experiences to gain knowledge in areas such as finance, budgeting, organizational behavior, data analytics, and human resources. This knowledge will increase their business acumen to transform health care as chief executive officers, chief nursing officers, executive directors of quality, clinical practice,
or nursing directors in hospitals, ambulatory, and non-profit organizations. After being accepted for admission to the DNP program, each student is assigned a faculty mentor who will assist the student throughout their program. Once enrolled students have up to five years to complete the program. The Duquesne faculty is committed to nurturing a flexible and creative scholarly environment of scientific inquiry and research that encourages students to participate actively in their learning and professional development.

**DNP Curriculum**

The DNP curriculum is based on the [AACN Essentials for the Doctor of Nursing Practice](#) with the AONL Core Competencies for Nursing Executives also taken into consideration for certain aspects of the program. You can include the hyperlinks as noted.

**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 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 Academic 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.
All transfer credit is recorded with a grade of "T" ("transfer") which carries no quality points and therefore is not included in the grade point average. Any course taken at an institution using units or credits other than semester credits will be converted to semester credits upon transfer.

**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 Academic Advisor in order to maintain a place in the program.

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

**Campus Requirement**

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

- **Required Experience 1:** DNP Doctoral Orientation Campus Visit to include face-to-face class meetings for GPNS 957 Evidence-Based Practice I, and Faculty Mentor meetings.
- **Required Experience 2:** Presentation of DNP Project on campus during GPNS 961 Doctor of Nursing Practice Practicum II
- **Recommended Experience:** Transcultural immersion experience abroad for GPNS 917 Transcultural and Global Health Perspectives.

**DNP Scholarly Work**

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

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

- DNP Project
- DNP Manuscript
- DNP Residency
- DNP Portfolio
**Faculty Mentor**

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

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

**Footprints Clinical Tracking System**

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

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

**To create a Footprints Preceptor/Agency request:**

1. Access the [Footprints Clinical Tracking System](#) This link is also posted under Common Links & Forms on the Clinical Coordination Blackboard page.

2. Log in with your Duquesne Multipass login and password

3. The first time you log in, change the Problem/Incident pulldown in the top right corner to Preceptor / Agency request. You only have to do this once.

4. Click New Issue at the top left of your screen

5. Complete the information in the following sections:
   a. Contact information
   b. Program Information (program, school year, semester, course, and course section, if known)
   c. Clinical Site Information (Clinical site name, address, administrative contacts' first and last name, administrative contacts' email, work phone, fax number). Employment status refers to whether or not you are currently employed at the same site as the preceptor requested. Please note if your site requested is rural and/ or treats
underserved populations.

d. Preceptor Information (Preceptor first and last name, email address, preceptor credentials, specialty, work phone, fax number, and number of hours requested)

6. The preceptor CV must be attached to the Footprints request for the request to process to faculty review. PDFs and Word documents are acceptable. Click on Attach Files to upload file.

7. You leave comments, if necessary, to explain your request.

8. Click on the Save icon on the bottom left side of the page.

9. Log out

The Doctor of Nursing Practice Project

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

All DNP Projects should:

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

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

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

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

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

f) Provide a foundation for future practice scholarship. (AACN, 2015, p. 4)

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

Integrative and systematic review will not be considered as DNP Projects.
The purpose of these guidelines is to assist the DNP student in the preparation of a manuscript consistent with high standards of a scholarly DNP Project. The appearance and content of the doctoral project should represent scholarly excellence in the discipline of nursing.

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

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

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

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

- Evaluation of clinical interventions in a practice setting
- Evaluation of a health program directed at prevention or a clinical symptom, ex. Pain, Immobility, Family Centered Care
- Compare strategies of health teaching within a health education program in a practice setting
- Design, implement and evaluate a program of medication administration for a specific patient population
- Create an innovation in care technique that is piloted and evaluated within the health care setting
- Undertake the evaluation of a program of services for a specific population
- Developing, implementing, and evaluating quality improvement initiatives within an organization.
- Gap analysis for issues having extensive public health impacts such as preparedness for bioterrorism, sexually transmitted infections
- Development or use of databases to improve clinical decision making, planning or evaluation
- Implementation and evaluation of innovative uses of technology to enhance/evaluate care or clinical competence
- Development and evaluation of new protocols, critical pathways, practice guidelines, etc.
- Development of a Multidisciplinary Emergency Medicine Triage System
- Effectiveness of a Self-Management Program: Reducing 30 Day Readmission in Patients Diagnosed with Chronic Obstructive Pulmonary Disease (COPD)
- Increasing Sexual Self-Efficacy Among College Students Through Implementation of Telehealth Consultation: A Case Management Approach

This list is not inclusive of the many doctoral projects completed by DNP students across the country.

The Doctors of Nursing Practice online community web site provides a list of completed DNP scholarly projects contributed by other DNPs across the country. The link to access the web site is: https://www.doctorsofnursingpractice.org/doctoral-project-repository/

Components of the Doctor of Nursing Practice Project Topic Approval

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

At a minimum, the proposal should include:

Student and Faculty Mentor names and academic credentials.

DNP Project Team Member(s):
Title of DNP Project

Abstract format: (Limit the body of your abstract to 500 words. This word limit excludes the title and references).

Background and Significance
- Clearly defines problem and purpose and appropriate to student practice arena
- Background information/literature supports problem
- DNP Project Aims and Objectives

Project Design/Methods
- Framework (theoretical/conceptual/and/or EBP) to guide project design Setting and population
- Evidence-based Interventions
- Outcomes are feasible and stated in measurable terms

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

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

The proposal must be reviewed by the Faculty Mentor for their approval. The Faculty Mentor will present the Proposal Abstract and the Rationale for the Project Team membership to the DNP Committee for review and approval. The DNP Program Coordinator will send the DNP Committee decision on the DNP Project Topic Approval Form regarding the proposal to the Faculty Mentor with recommendations, if applicable. The Faculty Mentor sends a copy of and reviews with their student. The student will upload the document into Typhon. New Form attached in Email.

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

**Doctor of Nursing Practice Project Team**

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

If the DNP Project Topic changes after DNP Committee approval and/or a member of the DNP Project Team changes, the DNP student must submit the DNP Project or Project Team Member Change Request Form to their Faculty Mentor for review and approval. The Faculty Mentor will then submit the request to the DNP Committee for review and approval.

**Dissemination of DNP Project**

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

DNP students are required to return to campus to present the outcomes of their DNP Project to the Duquesne University School of Nursing faculty, administration, Residency Preceptors, invited guests, and family members during their final course, GPNS 953: DNP Leadership Residency II.

**Duquesne University Gumberg Library DNP Repository**

In addition to the completion of the DNP Project the ultimate goal in the culmination of the DNP Program is the dissemination of the findings related to the translation of evidence-based research that contributes to nursing knowledge related to quality improvement, programmatic, or patient care outcomes. Gumberg Library offers the DNP graduate to submit their manuscript to their DNP Repository.

All DNP students of Duquesne University are required to prepare and submit their DNP Project Manuscript as an electronic document. Similar to the traditional, print and bound copy, electronic manuscripts are created using a standard word processor document format (PDF) and submitted as an electronic version to a webpage on the library's server where it is stored. It is expected that the student will review and follow the DNP Manuscript Submission Guidelines that are provided.

**DNP Residency**

**Goals/Objectives:**

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

**Requirements/Procedures:**

**Clinical Hours**
In accordance with the DNP Essentials (AACN, 2006), 1,000 advanced practice post-BSN clinical/practice hours must be documented to earn a Doctor of Nursing Practice (DNP) degree. Duquesne’s DNP curriculum 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 verification from the students’ previous schools. A total of 500 hours may be awarded to the student from their Master’s degree program. The accepted hours must be from courses that are listed on an official transcript from a nationally accredited institution and must demonstrate scholarly rigor and critical engagement with subjects relevant to the DNP competencies. The Faculty Mentor must approve all clinical practice hours, and the student will load all of their clinical practice hours into their Typhon account.

DNP Residency experiences are individualized and based on the student’s unique professional goals. All DNP Students are required to complete a minimum of 500 practice hours to achieve the objectives delineated through meetings with the student’s Faculty Mentor. Students may include attendance in and provision of educational offerings and limited observational experiences as part of the practice hours. Graduates of the DNP program are expected to demonstrate highly refined clinical and professional skills.

Proficiency may be acquired through a variety of methods, such as attending case conferences, practice contact hours, completing specified procedures, demonstrating experiential competencies, or a combination of these elements. Successful completion is documented in Typhon.

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

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

**DNP Residency Preceptor**

1. It is highly desirable that the DNP Residency Preceptor hold a commonly held terminal degree in their field: i.e. PhD, DrPH, DNP, MD, etc. Certification in the practice arena is also highly desirable.
2. The DNP Faculty Mentor reserves the right to assess the credentials of all individual applications for Residency Preceptors/external members and to make the final decisions regarding their appointment. The Residency Preceptor CVs are loaded into Footprints. The Residency Preceptor/external members will/must:
   - Support the University’s values and goals of the program
   - Share their expertise in the interest area of the student
   - Be committed to the student’s academic advancement
   - Understand the general principles that guide the exploration of knowledge (i.e. HIPAA, IRB, etc.)
   - Pave the way for access and support to the student in order to complete the DNP Project
   - Participate in fostering and facilitating the completion of the DNP Project
   - Offer feedback to the student for every semester of the Leadership practicums
   - Complete a student evaluation at the end of the DNP Project and certify completion of practice hours
   - Certify completion of practice hours
   - Participate with faculty and DNP Project Team as necessary

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

**Completing a DNP Project at a Veteran’s Administration Health System Site**

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

**CPR**

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

**RN License**

All students are required to have a current, unencumbered RN license in the state in which they are completing clinical or residency hours. If a student is completing residency in multiple states, they are required to submit proof of license for each state in which they are completing residency hours.

**HIPAA Training**

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

**Blood Borne Pathogens**

All students are required to complete training in Blood Borne 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 Heart saver Bloodborne Pathogens Course. A link to this training is posted on the Clinical Coordination Blackboard page. A student only has to provide proof of Blood Borne Pathogens training once in their program.

**Additional Clinical Requirements**

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

Students must provide evidence of:

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

Additional Health Requirements

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

University Student Health Portal

The University Student Health Portal is available through DORI:

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

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

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

If you have questions, please email the Pre-Clinical Health Requirements Coordinator, Carol Dougher at pchr@duq.edu.
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 DNP Portfolio will be documented through the students Typhon account. Upon admission, students will compile the following documents for the Professional Portfolio and upload them to Typhon:

- Current curriculum vitae (CV): a complete resume with dated work and practice, honors, awards, publications and presentations
- Copy of current RN license
- Copies of current advanced practice certifications
- Formal goal statement regarding your interest in DNP

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

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

At the end of the student’s final semester, the DNP Competencies Tracking Form and DNP Portfolio will be evaluated and approved by the student’s Faculty Mentor.

Typhon

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

A candidate for the Doctor of Nursing Practice degree must:

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

Eligibility for graduation is determined by the Faculty Mentor and Graduate Academic Advisor at the end of the semester preceding the semester of graduation. However, the final recommendation for the degree completion of all requirement elements achieving the DNP Essentials is based on the evaluation and recommendation of the student’s Faculty Mentor. A student with an “I” or an “F” grade on a transcript, regardless if the course was part of the program’s degree requirements, cannot graduate. The student must repeat the course or an equivalent course with a passing grade. Students, who are eligible for graduation, will receive information on the Application for University Degree as well as additional information concerning graduation from the Graduate Academic Advisor by the beginning of the final semester of study.
DNP FORMS
# DNP PROJECT TOPIC APPROVAL FORM

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<tr>
<th>Name:</th>
<th>DNP Project Title:</th>
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<th>Major Revision**</th>
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**Background and Significance**

- Clearly defines problem, purpose, and appropriate to student practice arena
- Background information/literature supports problem
- Problem/change clearly identified and appropriate to clinical area
- DNP Project Aims and Objectives - Scope of project realistic and appropriate

**Project Design/Methods**

- Framework (theoretical/conceptual/and/or EBP) to guide project design
- Setting and population clearly described
- Evidenced-based interventions
- Outcomes are feasible and stated in measurable terms

*Comments for all checks under Minor Revisions*

**Comments for all checks under Major Revisions:

DNP Committee Chair: Date:

Approved: Faculty Mentor: Date:
DNP Program Final Approval Form

Student Name: __________________________ Date: __________________________

____ DNP Project PowerPoint Presentation
____ DNP Project Manuscript
____ DNP Portfolio & Competencies Tracking Form
____ Residency Preceptor Evaluation
____ Clinical Hours Verification

Title of DNP Project:

________________________________________________________________________

—

DNP Student (Please Print)

—

Signature of DNP Student

Date

—

DNP Faculty Mentor (Please Print)

—

Signature of DNP Faculty Mentor

Date

—

Residency Preceptor (Please print)

—

Signature of Residency Preceptor

Date

—

Chair, Advanced Practice (Please Print)

—

Signature of Chair, Advanced Practice

Date
DNP PROJECT OR PROJECT TEAM MEMBER CHANGE REQUEST FORM

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

Student Name: ______________________  Date: ______________________

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

Requested Change and Rationale:

DNP Committee Chair Use only:

________________________________  __________________________________

____________________________

Signature of DNP Committee Chair  Date:

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

**This form is used only if there is a change in the Doctor of Nursing Practice Project or a Project Team member once the original DNP Project proposal has been approved.

All forms are available as fillable form in PDF format on the School of Nursing Intranet Site on DORI and the Graduate Academic Advisor’s Blackboard Site.
Duquesne University School of Nursing
DNP Preceptor Evaluation Form and
DNP Program Residency Hours Verification Form

Student: ________________________________
Semester: ________________________________
Preceptor: ________________________________
Date: ____________________________________

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>N/A</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student is available to Preceptor as requested and/or needed.</td>
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<td>2. Demonstrates understanding of the DNP role.</td>
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<td>3. Enacts their practice role in a professional manner.</td>
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<td>4. Demonstrates effective practice judgment in the interpretation, application, and dissemination of evidence-based knowledge.</td>
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<td>5. Promotes and models inter-professional collaboration.</td>
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<td>6. Empowers colleagues, patients, families and communities to act in a manner supportive of social justice.</td>
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<td>7. Designs, implements, and evaluates strategies to transform processes &amp; systems. to enhance patient care services and outcomes.</td>
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<td>8</td>
<td>Creates collaborative learning environments and relationships to advance patient care.</td>
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<td>9</td>
<td>Fosters the exploration of knowledge for translation in the delivery of health care services.</td>
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<td>10</td>
<td>Establishes culturally competent environments and systems of care that respect diversity</td>
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<td>11</td>
<td>Models ethical decision making in all aspects of practice with self, patient/family, community, and health care delivery systems.</td>
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<td>12</td>
<td>Leads change to transform cost, quality and access to health care services</td>
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<td>13</td>
<td>Treats you with dignity and respect as the DNP Residency Preceptor.</td>
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<td>14</td>
<td>Provides substantive feedback to you during Residency experiences.</td>
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<td>15</td>
<td><strong>DNP Project Manuscript content reviewed and approved by Residency Preceptor.</strong></td>
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<td>16</td>
<td>Has met Residency expectations consistent with their specific course/clinical objectives.</td>
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**Comments:**

MCL/2020
Duquesne University School of Nursing
DNP Program
Residency Hours Verification

Student: ________________________________

Semester: ______________________________

Preceptor: ______________________________

Date: ________________________________

<table>
<thead>
<tr>
<th>Preceptor Name / Title</th>
<th>Proposed Residency Hours for site</th>
<th>Actual Residency Hours for site</th>
<th>Preceptor address</th>
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Preceptor Signature: ________________________________ Date: ________________________________
Student Signature: ____________________________________________  Date: ________________________________

DNP Faculty Mentor Signature: ________________________________  Date: ________________________________