



PhD Program in Nursing
Graduate Student Handbook
2017-2018

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<http://www.nursing.duke.edu>

Transforming Care. Touching Lives.

About this handbook:

Each academic program of the Duke University School of Nursing has developed its own Student Handbook. Information relevant to all programs is included in all handbooks, supplemented by program-specific information. Wherever possible, students are referred also to electronic references via the use of [hyperlinks](#). This Student Handbook is designed to be a ready resource for currently enrolled PhD students and faculty of the PhD Program in Nursing at Duke University School of Nursing, and for prospective applicants to the Program.

Because the PhD Program in Nursing is a doctoral program within the Duke University Graduate School, students are also responsible for knowing and following the University policies and requirements described in the [2017-2018 Bulletin of the Duke University Graduate School](#).

Duke University School of Nursing
PhD Program in Nursing
Student Handbook
2017-2018

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Dean's Welcome

Welcome to the Duke University School of Nursing.

We are very happy that you have chosen Duke University for your nursing education and welcome you to the DUSON family! Whether this is your first semester with us or your last, it is my hope that this handbook will be a great resource for you.

At the Duke University School of Nursing, we pride ourselves on our diverse community of scholars and our cutting-edge programs. As one of the leading nursing schools in the country, we believe that the educational environment we have fostered and continue to build upon will prepare you to put your passion into practice. Since the founding of our school in 1931, Duke University School of Nursing has prepared outstanding clinicians, educators, and researchers to lead in all sectors of the nursing profession. We look forward to you joining those Duke alumni who have provided or are currently providing the highest quality evidence-based health care and nursing education throughout the world.

I encourage you to take the time to familiarize yourself with this handbook. Within these pages, you will learn about the DUSON philosophy, academic policies, and procedures and how they pertain to your individual needs as a student. Information about clinical requirements and the many offices and resources available to you through the school, as well as important student services, are described. You will also find information pertaining to your particular program of study, including course information and contacts that will be of use to you during your time at Duke.

If you have additional questions, your faculty advisor, program faculty and staff and the staff in the Office of Admissions and Student Services are available and willing to help you. Comments or suggestions for future updates of the handbook are welcomed and should be forwarded to Debra Mattice (debra.mattice@duke.edu) in the Office of Academic Affairs.

On behalf of the DUSON administration, faculty, and staff, welcome to Duke!

Marion E. Broome, PhD, RN, FAAN

Dean and Vice Chancellor for Nursing Affairs, Duke University School of Nursing

Associate Vice President for Academic Affairs for Nursing, Duke University Health System

2017-2018 Academic Calendar

Tuesday, August 22	New graduate student orientation begins
Tuesday, August 22	New undergraduate student orientation begins
Wednesday, August 23	11:00 AM. Convocation for new undergraduate students; 4:00 PM. Convocation for graduate and professional school students
Monday, August 28	8:30 AM. Fall semester classes begin; Drop/Add continues
Monday, September 4	Labor Day. Classes in session
Friday, September 8	Drop/Add ends
Thursday or Friday, October 5 or 6	5:30 PM. Founders' Day Convocation
Friday, October 6	Last day for reporting midsemester grades
Friday, October 6	7:00 PM. Fall break begins
Sunday, October 8	Founders' Day
Wednesday, October 11	8:30 AM. Classes resume
Monday, October 23	Book bagging begins for Spring 2018
Wednesday, November 1	Registration begins for Spring 2018
Friday, November 10	Last day to withdraw with W from Fall 2017 classes (Undergraduates Only)
Monday, November 13	Registration ends for Spring 2018
Tuesday, November 14	Drop/Add begins for Spring 2018
Tuesday, November 21	10:30 PM. Thanksgiving recess begins
Monday, November 27	8:30 AM. Classes resume
Friday, December 1	Graduate classes end
Saturday - Tuesday, December 2 - 12	Graduate reading period
Friday, December 8	Undergraduate classes end
Saturday - Tuesday, December 9 - 12	Undergraduate reading period

Wednesday, December 13	Final examinations begin (9:00 AM.)
Monday, December 18	10:00 PM. Final examinations end
Sunday - Tuesday, January 7 - 9	Undergraduate Winter Forum
Wednesday, January 10	8:30 AM. Spring semester begins: The Monday class meeting schedule is in effect on this day; Regular class meeting schedule begins on Thursday, January 11; Classes meeting in a Wednesday/Friday meeting pattern begin January 12; Drop/Add continues
Thursday, January 11	Regular class meeting schedule begins
Monday, January 15	Martin Luther King, Jr. Day holiday: classes are rescheduled on Wednesday, January 10
Wednesday, January 24	Drop/Add ends
Monday, February 19	Registration begins for Summer 2018
Friday, February 23	Last day for reporting midsemester grades
Friday, March 9	7:00 PM. Spring recess begins
Monday, March 19	8:30 AM. Classes resume
Monday, March 26	Book bagging begins for Fall 2018
Wednesday, March 28	Last day to withdraw with W from Spring 2018 classes (Undergraduates Only)

Offices and Departments

Dean's Office

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Office of Admissions and Student Services

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Office of Admissions and Student Services

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Program Directors

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Doctor of Philosophy in Nursing Program

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Doctor of Nursing Practice Program

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A [full listing](#) of all administration, faculty and staff is located on the School of Nursing website.

Duke University School of Nursing

Philosophy

Duke University School of Nursing is committed to achieving distinction in research, education and patient care predicated on our beliefs regarding human beings, society and the environment, health and health care delivery, nursing, and teaching and learning.

Human Beings

We believe that the dignity of each human being is to be respected and nurtured, and embracing our diversity affirms, respects, and celebrates the uniqueness of each person. We believe that each human being is a unique expression of attributes, behaviors and values which are influenced by his or her environment, social norms, cultural values, physical characteristics, experiences, religious beliefs, and practices. We also believe that human beings exist in relation to one another, including families, communities, and populations.

Society/Environment

As socio-cultural beings, humans are affected by and, in turn, influence the environments in which they exist, environments that are both internal (i.e., physiological, psychological, ethical) and external (i.e., cultural, political, social, economic, professional, global). Such environments influence the health of individuals and groups, and influence health care delivery systems, access to care, and health disparities. We believe that society has a responsibility for providing environments that are conducive to maximizing the potential of its individual members and of society as a whole, for eliminating long-term inequities that contribute to health disparities, and for creating systems and roles that protect its members.

Health

We believe that optimal health does not preclude the existence of illness; health and illness exist on parallel continuums such that even people with chronic or debilitating illness may experience optimal levels of health through adaptation. We believe that all humans, from infants to the oldest of age, have a capacity to adapt to health and illness challenges whether they arise from environmental or genetic origins. Nursing's role is to assess, support adaptation, or intervene when the appropriate ability does not exist within the individual or group. Because health is an innate characteristic of humans, we believe that high quality health care is a human right.

Health Care Delivery

Maintaining optimal health and preventing disease for individuals, families, communities, and populations depend on collaborative partnerships between patients/families/communities and teams of interprofessional providers of care. We believe that health care must be patient-centered and that mutual trust between patients and providers is created by relationships that reflect respect for dignity, diversity, integrity, self-determination, empathy, and a capacity for grace and empowerment. Patients/Families/Communities must be supported and encouraged in making care decisions and in engaging in the adaptive work needed for responding to health or illness challenges as they transition through all levels of the care system.

Nursing

Nursing exists as a function of society for the protection of its members through legally sanctioned roles, responsibilities, and scopes of practice. We believe that nursing is a scholarly discipline centered on assisting people to protect, promote, and optimize their health and abilities, prevent illness and injury, and alleviate suffering. Nursing achieves this through the diagnosis and treatment of human responses to health threatening conditions, advocacy in the care of individuals and groups, and the generation and translation of research findings for nursing practice. Nursing is committed to a holistic and evidence-based approach to human caring and compassion; respecting the dignity, self-determination, and worth of all human beings. It is our belief that Nursing focuses on the uniqueness of each human being, guided by the systematic process of assessment, planning, implementation, and evaluation; the goal of which is to optimize the quality of adaptation in human beings.

We believe that nursing has a moral responsibility to the common good and an obligation to social justice and equitable access to culturally-sensitive, high-quality care for all human beings. Nurses also are responsible for helping to reduce health disparities and reaching out to those, locally or abroad, who are vulnerable.

We believe that nurses begin as novices and progress to experts, with increasing complexities of knowledge, skills and values needed to promote, maintain, restore, support, and maximize adaptation of humans as they fluctuate along the wellness and illness continuums. We affirm our commitment to scientific inquiry, the advancement of knowledge and understanding, and the transfer of that knowledge to others for the good of society through innovation and the novel application of technology. We believe that all nurses must practice to the full scope of their education and training in environments where laws, standards of practice, and reimbursement regulations are commensurate with education and experience.

Teaching/Learning

We believe that our purpose is to develop nurse leaders in practice, education, administration, and research by focusing on students' intellectual growth and development as adults committed to high ethical standards and full participation in their communities. We recognize that it is the responsibility of all individuals to assume ownership of and responsibility for ongoing learning, as well as to continually refine the skills that facilitate critical inquiry for lifelong learning.

The Duke University School of Nursing promotes an intellectual environment that is built on a commitment to free and open inquiry and is a center of excellence for the promotion of scholarship and advancement of nursing science, practice, and education. We affirm that it is the responsibility of faculty to create and nurture academic initiatives that strengthen our engagement of real world issues by anticipating new models of knowledge formation and applying knowledge to societal issues. This, we believe, equips students with the necessary cognitive skills, clinical reasoning, clinical imagination, professional identity, and commitment to the values of the profession, that are necessary to function as effective and ethical nurse leaders in situations that are underdetermined, contingent, and changing over time.

Mission Statement

The mission of the Duke University School of Nursing is to create a center of excellence for the advancement of nursing science, the promotion of clinical scholarship, and the education of clinical leaders, advanced practitioners, and researchers. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for people of all cultures, economic levels, and geographic locations.

Overall Goals

The overall goals of the Duke University School of Nursing are to:

1. develop academic programs that respond to societal needs for nursing expertise.
2. provide high quality education as a foundation for lifelong learning and professional careers in nursing and the broader healthcare enterprise.
3. develop leaders in research, education, and practice.
4. lead interdisciplinary research that results in innovative approaches to improving health and illness outcomes.
5. provide healthcare to patients and, in concert with community partners, develop and test innovative models of care.

Strategic Areas of Focus

To achieve the mission and overall goals of the Duke University School of Nursing, the following strategic focus areas have been identified:

1. Education – Prepare nursing leaders who will shape the future.
2. Research – Lead and accelerate nursing science and its translation.
3. Clinical Practice – Provide and promote unparalleled clinical expertise.

4. Community Health Improvement – Collaborate with the community to advance health
5. Global Health – Take DUSON to the world and bring the world to DUSON.
6. People & Environment – Be the destination for outstanding talent.

Statement of Diversity and Inclusion

Duke University School of Nursing is committed to increasing diversity and inclusiveness in our community. Diversity is more than broadly representative demographic differences. Rather, diversity embodies cultural sensitivity and openness, collaboration, and inclusion. Diversity fosters learning by reflecting experiences from life, classroom, and practice, as well as social beliefs. Individually and together, we encourage opportunities to think and behave equitably by acknowledging and respecting different beliefs, practices, and cultural norms. We honor pluralism and encourage each other to explore, engage in, and embrace one's uniqueness while we uphold academic excellence, celebrate strategic change, and honor traditions. By embracing diversity and inclusion in all that we do and strive for, we strengthen our community, our pedagogy, our research, and the future design, development, and delivery of a health care system that eliminates disparities both locally and globally. Moving forward, we will continue to acknowledge and celebrate our differences and promote community values that reflect our diversity and multiple ways of knowing in an intercultural world.

Core Values

Excellence

We are entrusted to provide the highest quality education for our students and lead in the discovery of advances that improve the health of others.

Integrity

We are committed to honesty, transparency, and accountability for our actions and outcomes.

Collaboration

Through collaboration and teamwork, we multiply the impact of our work for the greatest possible benefit.

Respect

We treat others with civility, kindness and as equals in all interactions, and recognize that all members of our community offer valuable contributions.

Innovation

We thrive on bold creativity and ingenuity, finding solutions that define the future.

Diversity and Inclusiveness

Celebrate our diversity, eliminate barriers that prevent full participation of all, and strive for institutional equity.

Academic Integrity

The Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

I will not lie, cheat, or steal in my academic endeavors;

I will conduct myself honorably in all my endeavors; and

I will act if the Standard is compromised.

Personal Integrity Policy and Guidelines for DUSON Students

In all educational, clinical, and professional situations, Duke University School of Nursing students are expected to conduct themselves in accordance with these principles:

- **Academic integrity,**
- **Professional integrity,** and
- **Respect for others**

as set forth in the Duke University School of Nursing Personal Integrity Guidelines.

Appendix A.1 contains the full text of the Personal Integrity Policy, and Appendix A.2 contains the full text of the Personal Integrity Guidelines.

Students are expected to review and be familiar with the Duke Community Standard and the Personal Integrity Policy.

Civility and Professional Conduct

In an effort to articulate and cultivate habits for being a member of the DUSON PhD community, the PhD program has adopted the following statement and community norms to help guide its community members in their interactions.

The Duke University School of Nursing PhD community is dedicated to creating and maintaining a civil community of success that supports respectful discourse, openness to opposing points of view, and passionate dialogue with an intention to secure common ground.

To achieve civility within the community and facilitate a culture of success, it essential for its members to:

- assume goodwill – approaching situations positively;
- communicate respectfully – listening actively and being timely; and
- send the mail to the right address – taking the problem to the person involved and not going around or behind the involved person or up the chain of command without first attempting resolution with the involved person.

Dispute Resolution

In recognition of the fact that disputes or concerns will arise, DUSON has developed a process to address these issues. This process is built on a basic guideline of the DUSON community that any dispute should be resolved at the lowest level possible. Your course instructors, faculty advisor and Program Director are resources available to you. Another resource available to assist with dispute resolution is the Ombudsperson services available through the [Office of Institutional Equity](#). The full dispute resolution process can be found in Appendix B of this handbook.

Graduate School Grievance Process

If an issue cannot be resolved satisfactorily through the School of Nursing Formal Resolution Process, the student may address, in turn, the Program Director, the Senior Associate Dean of the Graduate School, and the Dean of the Graduate School, who shall be the final avenue of appeal. An appeal must be filed in writing with the next appropriate university officer within ten days after a decision has been formally rendered by any of the university officers mentioned above. (See Appendix D, pp. 67-69, Graduate School Judicial Code and Procedures.)

Academic Programs

PhD Program in Nursing

Overview

The PhD Program in Nursing will prepare nurse scientists to conduct nursing research in the broad area of Trajectories of Chronic Illness and Care Systems. Graduates will assume roles primarily in academic and research settings. Our approach is to admit a small number of highly qualified applicants so that every student will work

closely with one or more faculty members in a series of mentored experiences, supported by formal course work, to:

- ensure socialization to the role of research scientist;
- ensure significant knowledge and skill acquisition for launching a successful program of independent research post doctorate; and
- prepare for an entry level role in an academic setting.

The program requires a minimum of 47 credit hours of graduate course work (post-MSN) prior to a dissertation. The program coursework is organized around common 7 core curricular concepts that include “scholarship, professional identity, care management, leadership, information management, collaboration, and contextual relevance. Course work is structured with a required substantive core (30 credits) of nursing science and research methods to be taken in the School of Nursing. This core will be expanded with elected statistics, research methods, and minor area courses (15 credits) that can be taken in nursing or other Duke University departments or courses at local universities. Additional requirements include a 1-credit research practicum, and a 1-credit teaching practicum.

In addition to course work, the PhD Program in Nursing will require each student to develop a scholarly ePortfolio, successfully pass a preliminary examination, and the dissertation.

PhD students will be financially supported for a minimum of five consecutive years, beginning with their year of matriculation. The Graduate School establishes a recommended minimum stipend level each year for the different schools in order to maintain the competitiveness of its graduate awards relative to peer institutions. For more information and further details, consult the Graduate School: <http://gradschool.duke.edu/financial-support/cost-attend>.

While this financial commitment is made to students for 5 years, all students are expected to make a good faith effort to compete for and successfully obtain additional sources of funding to support their training, including full tuition and fees, health insurance and a monthly stipend Please contact the Duke University Graduate School for more information.

PhD Program Terminal Objectives

At the completion of the PhD Program in Nursing, students will be able to:

1. Each scholar engages in science that furthers the evidence base for nursing by designing and implementing research studies and disseminating new scientific knowledge to improve nursing science, practice, health care and policy.
2. Appraise conceptual models and theories about trajectories of chronic illness, care systems and their intersection, that reflect synthesis of knowledge from nursing and other disciplines.
3. Collaborate in transdisciplinary efforts to develop knowledge that enhances the health of individuals/groups with or at risk for chronic illnesses, in ways that reflect nursing’s unique perspective on health and health care.
4. Contribute to the transformation health care and health care systems by developing and disseminating knowledge on trajectories of chronic illness and care systems.
5. Contribute to knowledge development through research about the impact of socio-cultural-political contexts on the health of diverse populations and environments adversely impacted by disparities.
6. Utilize a diverse range of data and technologies to develop new knowledge for interventions to improve health.

Goals

The goal of the PhD Program in Nursing is to prepare nurse scholars who will build nursing science by leading interdisciplinary research initiatives targeting the interface between chronic illness and care systems. The purpose of these initiatives will be to better understand, develop, and test innovative interventions, and to translate research into practice. The PhD Program builds on the foundational knowledge and expertise acquired in BSN

education and on the advanced substantive and expert knowledge gained in MSN education to develop nurse scientists who will contribute significant new knowledge related to chronic illness and care systems.

To that end, the Program provides the student with:

- a broad perspective on philosophy of science and its application to solving challenging health problems facing our nation, particularly those related to chronic illness and care systems;
- experience with common and emerging research design and methods;
- rigorous training in statistics; and
- mentored research and teaching experiences to reinforce knowledge acquisition and skill development.

In addition to addressing the standards of Duke University, to further ensure the highest-quality PhD education, the PhD Program in Nursing is designed to meet the indicators of quality in research-focused doctoral programs set forth by the American Association of Colleges of Nursing.

PhD Program in Nursing: Administration, Staff, and Faculty

Program Director

The Program Director for the PhD Program in Nursing provides primary leadership to School of Nursing faculty in developing, implementing, and evaluating the program. The Director, in collaboration with the PhD Program Faculty and the Associate Dean for Academic Affairs (ADAA), is responsible and accountable for the overall academic integrity of the PhD Program in Nursing, coordinates student and faculty activities within the program and, in conjunction with the Associate Dean for Academic Affairs oversees submission and management of training grants, and with the Associate Dean for Research Affairs oversees PhD student applications for internal and external funding. The Director serves as the initial advisor of all matriculating first-year graduate students and advocates for graduate students and the needs of the graduate program both within the School and in the University.

As the primary representative of the PhD Program in Nursing both within and beyond the School of Nursing, the Director is designated as the *Director of Graduate Studies* for the PhD Program in Nursing at Duke, and reports to the Dean of the Graduate School for responsibilities and activities related to the program as outlined in the Duke University Graduate School Bulletin, as well as to the Associate Dean for Academic Affairs (ADAA) in the School of Nursing for program leadership within the School.

Program Coordinator

The PhD Program in Nursing Coordinator handles PhD applicant inquiries, admissions procedures, graduate student registration, monthly payments for fellowships and teaching, and assists PhD students in scheduling Preliminary exams and the Final Dissertation Defense. The Program Coordinator works closely with the PhD Program Director to direct the day-to-day functioning of the PhD Program Office.

Program Faculty

All Duke University School of Nursing faculty affiliated with the PhD Program in Nursing (hereafter identified as “PhD Program Faculty”) are listed on the [PhD Program Faculty web page](#) of the School of Nursing website. Each faculty listing includes a brief biographical sketch.

Non-nursing faculty are also affiliated with the PhD Program in Nursing via secondary or tertiary appointments. These faculty may have primary appointments in Duke University (e.g., Departments of Sociology, Economics, and Public Policy; Divinity School; Fuqua School of Business) or in the Duke University Medical Center (e.g., Departments of Medicine, Pediatrics, Surgery, Psychiatry, Community, and Family Medicine; Comprehensive Cancer Center; Center for the Study of Aging and Human Development). The criteria for Graduate Faculty membership are listed [online](#) at the Graduate School web site

Program faculty participate in decision-making concerning the affairs of the school through the Faculty Governance Association (FGA), which is comprised of all faculty members holding primary regular rank academic appointments (tenure, clinical or research track) in the School. PhD Program Faculty members serve on two FGA

committees that provide faculty oversight of the PhD Program in Nursing: the PhD Program Committee and the PhD Admissions Committee.

- *PhD Program Committee*

The PhD Program Committee provides faculty oversight of the policies, curriculum, student progression, and academic standards of the PhD Program in Nursing.

- *PhD Admissions Committee*

The PhD Admissions Committee reviews and selects applicants who meet admission criteria with participation by the members of the PhD Program Faculty.

Two PhD student representatives are elected to the PhD Program Committee by his/her peers. All current PhD students participate in PhD applicant Visitation Day events conducted each February.

Academic Policies and Procedures

Overview

The students, faculty and staff of the Duke University School of Nursing are part of the academic community of Duke University and as such are subject to the policies, rules, and regulations of the University as a whole. Additionally, the School and its respective programs may, as deemed necessary, develop its own policies and procedures to augment those of the University.

This Handbook includes information from and addenda to the current [Bulletin of the Duke University School of Nursing](#). This handbook should not be viewed as a replacement for the School of Nursing Bulletin, the [Bulletin of the Duke University Graduate School](#), or policies of the University as a whole.

- Additional information about the PhD Program in Nursing can be obtained by contacting the PhD Program Coordinator at: revonda.huppert@duke.edu or (919) 668-4797, or by consulting the [Duke University School of Nursing PhD Program](#) webpage.
- Additional information about School of Nursing policies and procedures is provided in the current [Bulletin of the Duke University School of Nursing](#).

Organization of this Section:

Each academic program of the Duke University School of Nursing has developed its own Student Handbook. Information relevant to all programs is included in all handbooks, supplemented by program-specific information. Wherever possible, students are referred also to electronic references via the use of [hyperlinks](#).

Confidentiality and Release of Student Records

A full explanation of the Duke [Student Records Policy](#) is available on the Office of the University Registrar website.

Graduate School Requirements for the PhD Degree

As outlined in the 2017-2018 *Bulletin of the Graduate School of Duke University*, the formal requirements for the PhD degree are as follows:

1. Payment of 6 semesters of full-time tuition,
2. Major and related courses,
3. A supervisory committee for the student's program of study,
4. Continuous registration,
5. Preliminary examination,

6. Dissertation, and
7. Final dissertation defense.

Student Progression with Course of Study

Timeline for Completion of the PhD Degree

All students will be expected to complete the program in three to five years. Although the program will rigorously train students in longitudinal research and urge them to apply longitudinal designs in the dissertation work, it is important to note that this methodological focus will not delay a student's completion of the program. Longitudinal research simply means more than one time point of data collection, and can be accomplished by collecting data over weeks or months, or by using extant longitudinal data in secondary analysis. Nevertheless, PhD faculty are sensitive to this potential time-frame issue and will monitor it closely within the dissertation committee.

Academic Advisement

First Year Advisement

In keeping with Duke University Graduate School policies, the Program Director will be the formal advisor through the first year of the program and continuing advocate of all matriculating graduate students in the Duke University School of Nursing PhD Program in Nursing. On admission, each student will also be assigned an informal advisor with expertise in his or her current area of research interest. This individual may or may not continue as the student's primary mentor, depending on how the student's research interests evolve. During the fall semester, incoming students will meet with a number of School faculty and learn about their research programs. Faculty will be recommended by the Program Director, informal advisor, ADRA, and self-nomination. At the end of the Fall semester of the first year each student will meet with the Program Director to assess the student's progress in the program and evaluate faculty appropriate for long-term mentoring. Students are encouraged to seek guidance from the Program Director if they have questions about their progress.

Primary Faculty Advisor

Through collaboration between the student, PhD Program Director and faculty, a primary advisor is usually identified and assigned by the beginning of the student's second semester of study. A list of School of Nursing faculty who are eligible to serve as primary advisors for dissertation research may be obtained from the PhD Program Coordinator.

Students are encouraged to meet with a range of faculty members during their studies, to gain exposure to a variety of scholarly approaches, intellectual perspectives, and pedagogical philosophies, and seek advice on issues and choices around graduate studies. A number of faculty members are expected to play supporting roles in the student's mentored research and teaching experiences as well as serve as members on preliminary examination and dissertation committees.

The Supervisory Committee

Appointment and Composition

The PhD student's supervisory committee will be constructed in accord with the Graduate School standards. Students should work with their primary faculty advisor and mentors to select committee members by the end of the second year of studies. The PhD Program Director must approve the committee composition. The supervisory committee will have four to five members, two faculty members must have full appointments in the Duke University School of Nursing and at least one must be from an outside department (usually from a department representing the student's outside field of study or minor area). Outside members do not have to be

Duke faculty members, but the majority of the committee must be Duke faculty and all committee members must be eligible and obtain a graduate faculty appointment. The committee may remain stable from the preliminary examination through the final dissertation defense, or the student may request changes as approved and nominated by the PhD Program Director.

Responsibilities of the Supervisory Committee

The supervisory committee will:

- determine and approve the student's individualized program of study,
- review and approve the contents of the student's scholarly ePortfolio,
- administer the preliminary examination,
- critically evaluate the dissertation proposal,
- administer the final dissertation defense.

Responsibilities of Graduate Students in Advising Relationships

PhD students approach the advising relationship with a variety of needs and expectations; however, all students are responsible in the end, and development as scholars and teachers. Good faculty advisement depends on the willingness of students to initiate channels of communication, to identify key issues and questions, and to consider offered advice with an open mind. In particular, PhD students are expected to:

- Be familiar with the basic rules of the program by reading this *Student Handbook* and the current [Bulletin of the Duke University Graduate School](#), and seek advice from the faculty and Program Director about perceived ambiguities in PhD policies.
- Maintain continued contacts with their primary advisor, making him/her aware of their progress, and difficulties or problems that may emerge during their studies.
- Provide reasonable notice of upcoming deadlines for letters of recommendation.
- Secure written agreement from Program Director/Faculty for granted exceptions to existing policies and regulations.
- Secure approval from the Program Director to work as Research Assistants or Clinical Instructors.
- Demonstrate respect to faculty, staff, and fellow students in both verbal and written communication.

PhD Student Expectations

Nursing License

Students must hold a valid nursing license in a U.S. state, preferably North Carolina. To obtain information about nurse licensure procedures for the State of North Carolina, consult the [Licensure/Listing Page of the North Carolina Board of Nursing web site](#), or telephone the North Carolina Board of Nursing at (919) 782-3211. Exceptions to holding a U.S. state nursing license for international students can be waived by the PhD Program Director.

Personal Computer Requirements and Study Space

Students entering the PhD Program are expected to have a laptop computer with wireless network capability and an operating system that supports SAS statistical software. The School of Nursing, Duke University Medical Center Library, and many other areas of the campus are enabled for wireless access.

All PhD students will be expected to use SASTM software for statistical programming in their statistics courses. The SASTM software is not compatible with personal computers that run non-Windows operating systems. While SAS software can be accessed on the School computers, recent Microsoft operating systems offer the best SAS compatibility for personal computers. Additional software may be required for the dissertation.

The School of Nursing provides each PhD student with access to a desktop PC either in PhD student suite or by remote desktop. In addition to the PhD Suite and conference room, students can reserve group study rooms via the School's room scheduling software known as Meeting Room Manager. The website is:

<http://mrm.nursing.duke.edu>. First and second year students are guaranteed assigned space in the PhD Student Suite while other students will be provided assigned space as desired and available.

All incoming first year students are required to have a background check, drug screen and additional requirements as part of our Credentialing Requirements. The purpose is to promote continuity care or support for the conduct of research, nurses not employed through Duke University Health Services entity who may provide limited specialized services to DUHS patients may provide limited specialized services to DUHS patients following completion of a defined credentialing process for their pilot study, etc. The student is responsible for the cost. The program does not pay for your credentialing.

- First time users, will be asked to login. Please use your regular log in and password; then you need to put in your email address and hit SAVE.
- On the left side of the menu, you will see Available Rooms and click on Student Room
- You will be able to see what is available and schedule the space.
- Please limit your reservation to 1 hour blocks.
- If you have problems logging into Meeting Room Manager (MRM), please contact CITDL at 919-684-9200.

Registration Requirements

PhD graduate students should register for courses through [DukeHub](#) (Duke's online student registration system) before each semester begins. Detailed instructions for using DukeHub are available [online](#).

Please consult the Duke University [Academic Calendar](#) when registering. Students should plan to register in November for the spring semester, and in March for the fall semester. All students must register each fall and spring semester for credit towards their degree. All Students must register for continuation (CTN1) each semester students who are receiving 12 months of funding support must register for summer term 1. Students who hold awards or who are being paid on research grants must register for the summer to receive a summer stipend. Summer registration will also be required for any student taking the preliminary examination, dissertation defense, or a graduate course during the summer term. PhD students registered for the summer pay a flat-rate tuition that covers graduate work (courses, exams, or research experiences) required by their degrees. However, undergraduate courses are not covered by graduate tuition and, if taken, will generate additional tuition charges beyond the flat-rate tuition, and those additional charges will be the responsibility of the student.

Please be aware that students who are registering for the purpose of conducting research, taking courses, or receiving summer stipends need to be registered for summer term.

Grades

Official grades in the Duke University Graduate School are A, B, C, and F. The A, B, and C grades can be modified by a plus or minus. Grade point equivalents will be the same as for Duke undergraduates: i.e., A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7. A grade of A reflects superior work and is the highest grade that can be earned. The grade of F (failing) in a course normally occasions withdrawal from the degree program.

GPA Requirement

To be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average (GPA),.

PhD Program in Nursing Policy on Academic Warning/Academic Probation

Students falling below this average jeopardize not only their financial support, but their continuation in the graduate program. Graduate School policy specifies that students are to be placed on academic probation if their GPA falls below 3.0. Additional information about Graduate School policy on academic probation is available in the Bulletin of the Graduate School of Duke University.

Grades alone do not determine a student's academic standing in the PhD Program in Nursing. Research progress and the potential to accomplish PhD level research successfully and to present research results cogently will also be taken into account in assessing the academic standing of a student on probation. Beginning with their first year of study, all students in the PhD Program in Nursing are required to file an annual progress

report to the PhD Program Director. The PhD Program Committee reviews the progress of all PhD students annually in March/April.

The Grade of "Incomplete"

A grade of I (incomplete) indicates that some portion of the student's course work was missing. While unforeseen difficulties can make this grade necessary, students are encouraged to complete semester course work in a timely manner. If course requirements are not completed within one calendar year from the date the course ended, the grade of "I" becomes permanent; it cannot be replaced with another grade.

Separation from the School of Nursing

A student may discontinue his/her studies at the Duke University School of Nursing through a formal Leave of Absence or by withdrawal from the School as defined below. For students in the PhD Program, student-initiated requests for Leave of Absence or withdrawal must be submitted to the PhD Program Director and the Associate Dean of the Graduate School of Duke University, as specified by Graduate School policy on [Withdrawals and Leaves of Absence](#).

Leave of Absence

All students enrolled in the School of Nursing must register for fall, spring and summer semesters until all degree requirements are completed, unless registration is waived via an approved leave of absence. Leaves of absence can be either student-initiated or administratively initiated.

Students who find it necessary to interrupt their program of study because of medical necessity or other emergency reasons must make the request in writing to their Program Director using the appropriate form. The request must be made prior to the beginning of the semester in which the leave is intended. The leave of absence may be granted for up to one year and can only be granted to students who are in good academic standing. Students who do not return or notify the School of their intent to return after a one-year approved Leave of Absence are automatically withdrawn from the School.

Student Parental Leave

Child-bearing or adoption should not jeopardize a student's experience in the School or the completion of a program of study. A student (whether male or female) may have up to (6) weeks of leave for the birth or adoption of a child. The student and the advisor and/or faculty will determine modifications to clinical scheduling or course work deadlines to accommodate the leave period. A record of this plan will be placed in the student's educational record. Should additional time beyond six weeks be needed, the student may convert to a medical or personal leave, depending on the circumstances, as outlined in the policies described above.

Returning from a Leave of Absence

A student returning from a leave of absence should contact his/her advisor and the Program Director at least ninety days prior to the beginning of the semester in which he/she intends to return. The purpose of this contact is to make sure that registration and re-entry into courses will proceed smoothly.

Return from a leave of absence for medical or psychological reasons requires written notification from a physician/health care provider/therapist to the Program Director stating that the student is cleared to resume the course of study including participation in clinical activities. This notification must be made at least ninety days prior to the beginning of the semester in which the student plans to return.

Withdrawal from the Graduate School

Withdrawal from the PhD Program in the School of Nursing may be either voluntary or involuntary.

Student Request for Voluntary Withdrawal

If a student for any reason wishes to withdraw from the PhD Program in the School, written notification must be made to the Director of the PhD Program before the expected date of withdrawal and no later than the last day

of classes for that semester. Student forms requesting withdrawal from the PhD program are online through the Graduate School website.

Information regarding refunds of tuition and fees may be found in the section on Tuition and Fees in the Duke University Bulletin. Students who have been granted a withdrawal from the PhD program and wish to return must apply for re-admission according to regular admission policies.

Involuntary Withdrawal from the School of Nursing

Involuntary withdrawal (dismissal) from the PhD Program School of Nursing can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. Prior to any dismissal, the PhD Program in the School of Nursing will follow due process procedures to investigate the issue and determine the course of action. The details regarding jurisdiction of dismissal and due process are covered as an appendix to this document.

Student Research and Learning Experiences

Educational Experiences in Research and Teaching:

PhD Students will complete one research (Nursing 920) and one teaching practicum (Nursing 921) as part of their research and educational preparation (goals). The practica may be completed with any faculty member. Each practicum will have objectives that are developed in collaboration with the faculty member of record and approved by the mentor and Program Director. The time commitment will equal 130 hours per practicum.

Mentors will work with BSN–PhD students who have not practiced clinically to meet the NCBON requirements for teaching in pre-licensure nursing programs in NC.

PhD Student Required Graduate Assistantship (RA/TA)

Beginning with the second semester of Year 1, each student will average 8 hours of RA/TA work per week during each fall and spring semester they are supported by DUSON. These are not paid positions. Graduate Assistantship options should be discussed with their primary mentor. This activity is facilitated by the student's mentor, but can occur with any faculty mentor at DUSON. The assistantship may include teaching, research and leadership/service activities that not only provide a significant contribution to the school, but also support the student's professional development as a nurse scientist and academician while becoming full members of the DUSON community. Students will be asked to submit reports on their RA/TA experiences as part of their annual progress report.

Principles of the Graduate Assistantship experience include:

1. Experiences should support and expand the student's existing expertise,
2. Experiences are under the guidance of the primary mentors, but should vary across time and include a variety of faculty members,
3. Experiences may often extend beyond one semester,
4. In general, 112 fellowship hours are expected for each Fall and Spring semester beginning with the Spring semester of Year 1.

During periods in which a student is funded by other sources (e.g., NIH, Hartford, other) and DUSON is not paying a stipend, any student RA/TA experiences will be stipulated by that particular funding mechanism under the guidance of the mentor. If outside funding ends prior to completing the dissertation work and a student returns to a DUSON-supported stipend, renewal of service would be negotiated with Program Director.

PhD in Nursing: Course Requirements

A baccalaureate or master's degree in nursing from a U.S. program accredited by the National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) or an international program with commensurate standards is required for admission to the PhD Program in Nursing.

Post-baccalaureate Students

Applicants with a baccalaureate degree in nursing must demonstrate exceptional academic qualifications, have clear research-oriented career goals, and choose a dissertation topic congruent with the research program of a

Graduate Faculty member in the School of Nursing. Applicants with a baccalaureate degree are expected to have completed a nursing research course and a graduate-level statistics course.

Coursework Requirements for All PhD Students

The PhD Program in Nursing requires a minimum of 47 credit hours of course work prior to the dissertation. The 2017 Plan of Studies on the following page illustrates the scheduling of the required coursework.

- PhD course work is structured with a substantial core (30 credits) of nursing science and research methods to be taken in the School of Nursing.
- This core will be expanded with elected statistics, research methods, and cognate courses in an outside field of study or minor area (15 credits) to be taken in nursing or in other Duke University departments or local universities. The student will choose elective courses with the guidance and approval of the supervisory committee. In addition, the supervisory committee may require the student to take courses above the minimum if the student needs additional course work to support the dissertation research plan.
- Additional requirements include a one-semester research practicum (1 credit) and a one-semester teaching practicum (1 credit).

PhD Program in Nursing

2017 Plan of Studies

Year 1 2017-2018			
Fall	Credits	Spring	Credits
NURSING 901. Philosophy of Science & Theory Development	3	NURSING 903. The General Linear Models	3
NURSING 902. Quantitative Research Designs	3	NURSING 906. Qualitative Research Methodology	3
NURSING 907. Overview of Chronic Illness & Care Systems	3	NURSING 908. Context of Chronic Illness & Care Systems	3
NURSING 911. Introductory Statistics	3	NURSING 918. Leadership in Science: The Role of the Nurse Scientist	1
	12		10
Year 2 2018-2019			
Fall		Spring	
<i>Elective</i>	3	NURSING 921. Integrated Interdisciplinary Research Practicum	1
<i>Elective</i>	3	NURSING 905. Longitudinal Methods	3
<i>Elective</i>	3	<i>Elective</i>	3
NURSING 909. Intervention Research Methods in Health Care	3	<i>Elective</i>	3
	12		10

Year 3 2019-2020			
Fall		Spring	
NURSING 910. Doctoral Seminar in Nursing Science: Dissertation	2	Dissertation	0
NURSING 920. Doctoral Mentored Teaching Practicum	1		
	3		0

Year 4 (Optional) 2020-2021			
Fall		Spring	

PhD Program in Nursing Course Descriptions

901. Philosophy of Science and Theory Development. Focus is on the purposes of science, scientific process, and knowledge development as debated in current literature. Debates arising from philosophy and the history of science and nursing inform discussion about the nature of science and nursing's past, present and future directions in theory and knowledge development. Students will develop skills in concept and theory analysis related to trajectories of chronic illness and care systems. The student will apply knowledge gained to placing their area of scientific focus into a conceptual framework. 3 credits

902. Quantitative Research Designs. This course introduces students to a range of nonexperimental and experiment designs used in health care research. Topics include identifying researchable problems, formulating research questions/aims/hypothesis, conceptual and operational definitions of variables, sampling designs, ethical issues in human subjects research, data collection techniques, and critique of analytical methods. Students will apply knowledge by participating in class discussions, critiquing published research, and exploring possible designs for their research focus: 3 credits

903. The General Linear Models. Focus is on conceptual and methodological issues involved in the analysis of survey and clinical data using general linear models. Topics include analysis of variance, analysis of covariance, bivariate regression, and multiple regression analyses. Emphasis is on the application of these statistical methods in the design and analysis of nursing and health care research. The student will apply concepts by analyzing archived public domain data using techniques and procedures in SAS: 3 credits

N904 (retired)

905. Longitudinal Methods. Focus is on longitudinal research methods, including conceptualization, design, data management, and analysis. Assumptions and limitations of longitudinal statistics, particularly the general linear mixed model, generalized estimating equations, and survival modeling; relationship between design and analyses; and strategies to maintain scientific integrity are covered. Topics include estimating and interpreting coefficients in mixed models, assessing model fit, and significance testing using SAS procures. Assignments will provide the student with hands on data analytic experience (with relevant SAS procedures). Prerequisite: Statistical Analyses I and II or their equivalent: 3 credits

906. Qualitative Research Methodology. Focus is on theoretical and methodological aspects of interpretive research design. Discusses interpretive approaches from a variety of disciplines and philosophical traditions, with emphasis on the application of research designs and data collection and analysis techniques to nursing studies. The relevance of these approaches to advancement of knowledge and practice in nursing and healthcare is explored. Permission of department required: 3 credits

907. Overview of Chronic Illness & Care Systems. This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems and their intersection. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding

trajectories and development, the care systems and their intersection through which individuals and groups interact to change illness trajectories. Permission of department required: 3 credits

908. Context of Chronic Illness & Care Systems. This course focuses on the environmental and organizational context of chronic illness. Faculty and students will explore competing theoretical perspectives and consider how each would guide an empirical study in a specific research area. In addition, students will be introduced to School research faculty and the research going on in the school. The seminar also addresses scholarly skill development including research synthesis, authorship, academic integrity, grant writing, and human subjects; issues with vulnerable populations. Permission of department required: 3 credits

909. Intervention Research Methods in Health Care. Focus is on an in-depth coverage of research designs that address causal relationships as well as critical elements in the design and implementation of intervention studies. Example of topics covered include development of research questions, hypotheses, sampling methods, research designs (quasi-experimental and experimental), reliability and validity (construct, internal and external validity), and intervention fidelity in research around trajectories of chronic illness and care systems: 3 credits

910. Doctoral Seminar in Nursing Science Dissertation. In this doctoral seminar, the student will develop and write the dissertation proposal. Topics for discussion will include theoretical, substantive, and methodological issues in planning longitudinal research, mentored research experiences, and mentored teaching experiences. Permission of department required: 2 credits

911. Introductory Statistics. This course is designed to be an investigation into statistical elements and analyses commonly used in health and behavioral sciences. Focus is on gaining an understanding of statistical elements and tests involved in health science research. Topics will include measures of central tendency and variability, hypothesis testing, descriptive statistics, correlation, t-tests, ANOVA, simple and multiple linear regression, logistic regression, and non-parametric procedures in SAS. A SAS training course is offered as part of the course. The course will examine statistical test assumptions for parametric test involved in nursing research. The student will apply concepts by entering, analyzing, and interpreting data sets using SAS procedures. This course will also provide students with the ability to critically think about research methodology and testing used in nursing research: 3 credits

912. Quantitative Observational Research Techniques. This course explores quantitative techniques for behavioral observation research. Strategies for developing coding systems, determining reliability and validity, and analyzing data are included: 3 credits

913. Advanced Qualitative Data Analysis for Trajectory Studies. Designed to help student develop skills and understanding relating to the advanced analysis of qualitative data. Course assumes all students will either be in or nearing the analysis stages in their research. Focus on preparation and management of text and media data for analyses; creation and application of various types of coding to data; distinctions in coding data evolving from different qualitative approaches; and analysis of longitudinal qualitative data: 3 credits

914. Mixed Methods Research. Understand the modes of qualitative and quantitative inquiry and the subsequent techniques for collecting, analyzing, and interpreting data. Develop necessary skills and knowledge to identify and use different types of research designs and methods. Interpret published empirical studies using mixed methods designs. Produce written work that integrates qualitative and quantitative methods: 3 credits

915. Measurement Theory and Practice. Instrumentation in chronic illness and care system research involves measurement of biological, psychological, and/or sociological phenomena. An overview of the theories, principles and techniques that yield reliable and valid measurement of those phenomena. Opportunities will be provided to evaluate the psychometric properties of measures with an emphasis on those designed to measure change over time. Students will have opportunities to evaluate and critique existing measures and/or develop a new measure. Course is designed to aid the student in writing the measurement section of research proposals and reports: 3 credits

916. Statistical Modeling and Data Analysis. This is a seminar course with flexible topics to meet students' needs for their data-based research. The topics will be selected, through a needs assessment if students' common interests, from a list of advanced modeling and analytical techniques that are widely used in the health and behavioral sciences, but may vary from semester to semester. Starting with forming research questions, students in this seminar class work under instructor's guidance and supervision, apply specific modeling and analytical

techniques to the research questions, carry out the analysis on existing real-world empirical data, and summarize the research findings. 3 credits

917. Understanding Individual Health Behavior Change. Understanding the theories that explain and predict why and when individuals modify and maintain health behavior change is critical to advancing clinical care and public health. This course will review main theories and constructs of individual health behavior change. This will include review of evidence to support their utility to explain and predict health behavior change, how to influence and integrate theoretical constructs into intervention designs, and assessments of key constructs. Prerequisite N909 or equivalent or by instructor permission. 3 credits

918. Leadership in Science: The Role of the Nurse Scientist. In this doctoral seminar, PhD students examine their future role as a steward of the discipline and leader in the field. They will explore several evidences based leadership frameworks to assess their own strengths and areas in which they think they should develop additional skills. Students will be encouraged to think beyond their PhD program and how they will utilize leadership strategies to become powerful contributors and influencer in the field: 1 credit.

920. Doctoral Mentored Teaching Practicum. This practice will focus in 4 areas: Enhance the professional development of PhD students to socialize and prepare them for faculty roles in schools of nursing. Provide a mechanism for self-evaluation, discussions with mentors about strengths/weaknesses related to teaching and learning in nursing education. Develop and improve teaching skills in preparing for faculty roles. Cultivate relationships between faculty and students who share pedagogical interests: 1 credit.

921. Integrated Research Practicum. Students engage in a research practicum with an experienced researcher. The purpose of the practicum is to develop research skills through participation in the activities of the mentor's program of research. Activities may include grant development, research team meetings, protocol implementation, data analysis and dissemination. Consent required. Instructor: Staff: 1 credit.

Mentored Research and Teaching Experiences

The Research Practicum

Every student in the PhD Program in Nursing must complete one research practicum. The purpose of the practicum is to enhance student knowledge and skills in research through work on one or more research projects. Optimally, the research practicum should be completed during the first two years of the doctoral program and prior to taking the comprehensive examinations.

Research Practicum Description

- The practicum is individually designed by the student and research mentor in collaboration with the primary mentor.
- The practicum may be implemented within the School of Nursing, another Duke University department, or another organization.
- The practicum may involve: designing and implementing a research project, developing, and evaluating a nursing intervention; conducting data analyses; writing manuscripts; assuming responsibility for part of a project; or a combination of these activities.
- The practicum may be a mentored pilot study for the dissertation.
- The practicum mentor is usually a member of the Graduate Faculty of the Duke University School of Nursing, affiliated faculty, or an adjunct faculty member. Regardless of where the mentor selected or the location of the practicum, the PhD faculty advisor is responsible for assuring that the student has a worthwhile and appropriately mentored practicum.

Research Practicum Specifications

The student must complete the Research Practicum Request Form (obtained from the PhD Program Coordinator) prior to the practicum initiation. The completed form must be signed by the faculty mentor and the Program Director. A copy will remain in the student's file in the office of the PhD Program.

Students must develop a learning contract before starting each practicum. The learning contract should include:

- Learning objectives,
- Activities to be included in the practicum,
- A plan for regular meetings with the mentor, and
- At least one product to be developed, such as a research protocol, research manuscript, grant proposal, or conference abstract or presentation.

Evaluation of the Practicum

At the end of the practicum, the student must write a brief reflective statement on achievement of the learning objectives. The student also will be evaluated by the faculty member who is supervising his/her practicum on achievement of the practicum objectives. A satisfactory evaluation is required to fulfill the research practicum requirement.

Research Assistantships

The practicum may be done in conjunction with paid research assistantships. However, time spent writing up the learning objectives, the reflective statement, and the final product may not be paid.

Instruction in the Responsible Conduct of Research

The RCR training requirements reflect our expectation that every pre-doctoral trainee will be aware of academic standards and well-qualified to address the growing ethical challenges that arise when teaching or conducting scholarly research. RCR training is a formal requirement for every PhD degree student enrolled in the Graduate School at Duke University. To guarantee that this requirement is met, all trainees will maintain a record of their RCR training in their portfolios, and their RCR training will be discussed individually in each annual progress report. Trainees will be engaged in responsible conduct of research training through three major sources: 1) institutional level (graduate school), 2) Duke Office of Clinical Research (DOCR), and 3) DUSON PhD and Postdoctoral Program sponsored brown bags, seminars, and formal coursework. Attendance is monitored for all offerings and RCR credit is provided through the Graduate School, DOCR and through the Collaborative Institutional Training Initiative (CITI).

All PhD students will be required to have 12-graduate school RCR credits on their transcript prior to the preliminary exam and will also receive additional training through DUSON, DOCR offerings, and the IRB. Additional courses available through the DOCR will supplement and be individualized to the training needs of trainees. Some of these offerings include: ClinicalTrials.gov requirements, recruiting regulations best practices, creating standard operating procedures, and biobanking research specimens. DUSON faculty members are both participates and instructors in DOCR and DUSON sponsored training activities.

Scientific integrity and research ethics are also included throughout the PhD coursework and within mentor-trainee interactions. RCR content through interactions with trainee's mentors and the other members of their advisory committees includes content focused on scientific integrity, rights of human subjects, protection of vulnerable subjects, and integrity of data management. Mentors will work with trainees on a one-to-one basis to instruct them in the areas of research ethics that pertain to the trainee's research. In addition, all pre-doctoral trainees are required to work with their mentor's research project (or that of another member of their advisory committee).

The Teaching Practicum

Usually by the end of the third year, each nursing PhD student will structure and complete a mentored teaching experience. The teaching practicum may occur in conjunction with a graduate teaching assistantship appointment.

The purpose of the mentored teaching experience is to provide PhD students with an opportunity to gain experience in university teaching in nursing; to learn specific teaching methods; and to document their teaching and professional growth in their portfolio.

Objectives of the Teaching Practicum

- Enhance the professional development of nursing PhD students and better socialize and prepare them for faculty roles in schools of nursing.

- Provide nursing PhD students with a mechanism for self-evaluation, discussions with mentors about strengths and weaknesses, and continual improvement related to teaching and learning in nursing education.
- Develop and improve the teaching skills of nursing PhD students in preparing for the faculty role in schools of nursing.
- Cultivate relationships between faculty and PhD students who share pedagogical interests, fostering an atmosphere that supports critical discussions about teaching and learning in nursing education.

Teaching Practicum Specifications

The student must complete the *Teaching Practicum Request Form* (obtained from the PhD Program Coordinator) prior to the teaching experience. The completed form must be signed by the faculty mentor and the Program Director. A copy will remain in the student's file in the PhD office.

Experienced Teacher Mentors

Each PhD student will be assigned a faculty mentor for the teaching experience, and will work with that faculty in the teaching experience. The assigned mentor may, or may not be the course instructor in which the student teaching experience occurs. Mentors are experienced teachers and will be matched as closely as possible to the student's interests and clinical expertise.

The Mentoring Plan

The student and the mentor will develop a mentoring plan or contract in advance to delineate the expectations of the faculty mentor and the student, the minimum number and frequency of mentoring meetings, and a plan for the student's activities to meet the objectives of the teaching experience. The mentored teaching plan should be developed in consultation with, and be approved by the student's advisor.

Developing Course Teaching/Learning Methods

During the mentored experience, each PhD student will participate in developing various aspects of teaching as appropriate to her/his learning needs. Examples of experiences may include developing or revising a course syllabus, discussing, and participating where possible in developing course objectives, assignments, and grading. The student, in consultation with the mentor, will develop teaching/learning methods, course materials, and/or discuss enhancements to these based on teaching and learning theory. Implementation of these enhancements may or may not take place, depending on timing of the activity.

Observation and Discussion

The PhD student will observe the faculty mentor teach and the faculty mentor will observe the student teach. Depending on the type of course, examples of observations may include the faculty mentor visiting class meetings or watching a videotape of the PhD student's teaching, reviewing online discussion forums or other interactions between the student and course participants, or observing the student as a clinical instructor in a clinical setting. Faculty mentor and PhD student will discuss the teaching observations, teaching styles and techniques.

Course Improvement/Evaluation

The faculty mentor and the nursing PhD student will discuss any classroom/learning problems encountered and work together to resolve them. At the end of the course, the PhD student will review course evaluations and, in consultation with the faculty mentor, may propose course revisions to address comments and concerns that were raised about the course.

Teaching Portfolio

The PhD student will develop a teaching portfolio, which the mentor will review in consultation with the student's supervisory committee, offering feedback for portfolio content and student achievements.

Certificate in College Teaching (CCT)

The **Certificate in College Teaching (CCT)** program is for enrolled PhD students in any department or program of study at Duke. The School of Nursing encourages all students to consider obtaining the CCT. This program makes

use of departmental training and resources as well as Graduate School programming. The Certificate in College Teaching will appear on the transcript of Duke PhD students who complete its requirements as an officially endorsed Duke University Graduate School certificate; it is being offered in order to recognize and validate professional development activities undertaken by PhD students and add competitiveness and value to PhDs awarded to Duke graduate students. Please visit the Graduate School [Certificate in College Teaching website](#) for additional information.

The goals of the CCT program are to facilitate and recognize graduate students' completion of:

- Sustained, systematic pedagogical training that promotes
 - current best practices in teaching and learning
 - appropriate use of instructional technology
 - systematic assessment of student learning outcomes
- A reflective teaching practice including peer observation
- Development of materials suitable for use in applying for teaching positions after graduation

CCT Requirements

1. Coursework

Participants should successfully complete two courses in college teaching. This can include any combination of Graduate School and/or discipline specific pedagogy courses offered by a Department or Program.

2. Teaching Experience & Observation

Participants should have at least one semester in a formal teaching role that takes place after enrolling in the CCT program (i.e. previous teaching experience is not applicable.) A formal instructional role includes being the instructor of a class, or leading a discussion, lab or recitation section that meets regularly throughout the semester with you as the primary leader/facilitator of those meetings. If your role is that of a guest lecturer in a class, the instructional contact should be no less than four contact hours, spread out through the term (e.g., two guest lectures in the week a lecturing professor is at a conference would not qualify.) Teaching assistantships limited to grading, office hours and/or administrative tasks are not considered a formal instructional role. With the approval of the CCT Program Director, other types of teaching experience may be used to fulfill this program requirement.

Students in the program should participate in teaching observations, both as a teacher being observed and as an observer of others teaching. In their teaching role, participants should be observed by at least two who provide brief written feedback. Observers can be faculty from the participant's department or a related program, Graduate School staff, trained peer graduate students or others as approved by the Program Director. Participants should also conduct at least two observations of other faculty or graduate students teaching. Note that every semester, including Summer I and II, the CCT program director facilitates a peer observation program for graduate student instructors and teaching assistants called [Teaching Triangles](#) that can fulfill these observation requirements.

Participation in Teaching Triangles includes a requirement to have successfully completed or be concurrently enrolled in at least one class in college teaching from the list above.

3. Online Teaching Portfolio

The [online teaching portfolio](#) can be created in any web authoring tool the participant is comfortable using (Word Press, Dreamweaver, Google Sites, etc.) It may include a current CV, a teaching statement, and other materials as appropriate to the student's discipline. Note that students will create portfolio materials in the college teaching classes and as part of their teaching experience as described above in requirements 1 and 2. A number of Duke PhD student portfolios can be found on the [GS760 website](#).

Scholarly ePortfolio

Each PhD student will develop an integrated scholarly portfolio, and in so doing will demonstrate the acquisition of programmatic and the completion of specified benchmarks. The portfolio will demonstrate formal and informal activities that support the student's substantive focus and research expertise, including research conduct and

dissemination and service to the profession. This portfolio provides an avenue for codifying and communicating scholarly accomplishments and assists the student in becoming a well-rounded scholar. The portfolio will be updated annually and will be used for evaluation of student progression.

This portfolio also provides a framework to prepare graduates for appointment, promotion, and tenure review processes of top-ranked universities.

The portfolio will be used to assist with the student's annual evaluation of progression (see below). To ensure readiness to sit for examinations, the student's supervisory committee will formally review the portfolio twice: before scheduling the preliminary examination and again before scheduling the dissertation defense.

Contents of the Scholarly Portfolio

1. Documentation of fulfillment of the following Graduate School and Duke University Medical Center training requirement.
 - Completion of [Responsible Conduct of Research Training](#), as specified for the Graduate School Humanities and Social Science Track.
 - Completion of [Human Subjects Protection \(HSP\) Certification](#) requirements for credentialing to perform research with human subjects, as specified by the Duke Medicine Institutional Review Board (IRB).
 - In conducting the dissertation and in research mentored activities, the student will be considered "key personnel", and thus must complete general ethics training provided online through the [Collaborative Institutional Training Initiative \(CITI\)](#) as well two modules per year of ongoing training in research ethics.

Students are expected to fulfill these requirements before the preliminary examination.

2. Curriculum Vitae.
3. Summary of Service to the School or Profession. This may include School committee memberships (e.g., curriculum committee representative, faculty governance representative) or leadership in the graduate student organization or Sigma Theta Tau chapter.
4. Completed Doctoral Mentored Teaching and Research Practica objectives and evaluation. Both practica must be completed prior to the dissertation defense.
5. NRSA application (or other external grant application) for predoctoral fellowship support.
6. Research Presentations (two expected prior to preliminary examination). These include presentations of research or scholarly work in one or more forums such as nursing or interdisciplinary research seminars or conferences. The student will be expected to pursue at least one presentation at a national/international meeting.
7. Copies of manuscripts in review or published since entry into the program (one expected prior to preliminary examination). Manuscripts may be single or multiple-authored resulting from course work, mentored research experiences, or work as a research assistant.
8. Teaching portfolio to include teaching practicum experience, nursing education coursework, activities within the Certificate in College Teaching Program, and graduate assistantship teaching experiences.

Benchmarks of PhD Student Progression

First Year

At the time of the student's admission, the PhD Program Director becomes the student's initial advisor and continuing advocate.

Until the student selects the primary research advisor (usually by the end of Year 1), the Program Director remains the student's faculty advisor and the primary contact for selecting courses and designing individualized program components. Coursework in the first year is designed to provide a foundation in philosophy of science, theory construction, substantive knowledge in the discipline, and an overview of advanced research methods and statistics. As part of the doctoral seminars (N907 and N908) the student will be introduced to the ongoing research programs of School of Nursing faculty (including those of joint-appointed faculty), as well as explore

the substantive work in the field of his or her dissertation research, and write an NRSA predoctoral fellowship application (in N908) to seek funding from NIH or another appropriate external grant application.

Student benchmarks by completion of the first year:

- Initiate the scholarly portfolio;
- Prepare an abstract for submission; and
- Prepare a manuscript draft or have a manuscript under review by August.

Second Year

Coursework in the second year is designed to continue the student's development of expertise in research methods, statistics, and to explore additional substantive knowledge through cognate courses in an outside field of study or minor area.

The student will structure and initiate the mentored research experiences working on a faculty member's ongoing research program.

Student benchmarks by completion of the second year:

- Submit an NRSA pre-doctoral fellowship application (or other external grant application);
- Submit the article drafted in the first year for refereed publication if not already under review)– most likely a critical review of extant research in the area of dissertation interest;
- Constitute the doctoral supervisory committee by midyear;
- Complete the preliminary (admission to PhD candidacy) exam at the end of the second year or the beginning of Year 3. A student who does not complete the preliminary examination by the end of the third year must request an extension to her or his DGS, and the DGS must officially request an extension from the Associate Dean of the Graduate School. The request for extension must explain the reasons for the delay and set a date for the exam. Except under highly unusual circumstances, extensions will not be granted beyond the middle of the fourth year.
- Begin work on the dissertation proposal; and
- Update the scholarly portfolio.

Third Year

Doctoral seminar N910 (fall semester of Year 3) provides opportunities for students to develop their dissertation proposal. Course work in the third year is designed to complete teaching practica and any remaining supportive course work for the dissertation research and career goals of the student. The student will continue the mentored research experience and will structure and complete a one-semester, mentored teaching experience.

Student benchmarks at the completion of the third year:

- Defend a dissertation proposal that meets approval of the supervisory committee;
- Conduct dissertation research;
- Based on the research experiences and in collaboration with faculty mentor, submit a second article for publication; and
- Update the scholarly portfolio.

Fourth Year

The student should be working to complete the dissertation, which exemplifies original research. The Nursing PhD Program's substantive focus on trajectories of chronic illness and care systems means that some students will initiate longitudinal studies of chronic illness and care systems and will be working on data collection in their pilot studies.

Student benchmarks at the completion of the fourth year:

- Complete dissertation;
- Meet all filing requirements in timely manner;

- Pass dissertation defense; and
- Update the scholarly portfolio.

Annual Review of Progress Toward the PhD Degree

The PhD Program Committee will review student progress annually in March. This review will include an assessment of the student's progress in achievement of core methods competencies and programmatic benchmarks. The assessment process will include an evaluation of the products and self-assessment materials submitted using PebblePad Portfolio, advisor/mentor assessment, and required course faculty assessment.

The PebblePad Portfolio will serve as a cumulative record of the student's progress toward achievement across the DUSON strategic focus areas:

1. Education – Prepare nursing leaders who will shape the future.
2. Research – Lead and accelerate nursing science and its translation.
3. Clinical Practice – Provide and promote unparalleled clinical expertise.
4. Community Health Improvement – Collaborate with the community to advance health
5. Global Health – Take DUSON to the world and bring the world to DUSON.
6. People & Environment – Be the destination for outstanding talent. The student's annual evaluation will be summarized by the PhD Program Committee as (a) Progressing well, (b) Needs focused attention in particular area or (c) Recommendations for remediation.

The Program Director will subsequently certify to the Associate Dean of the Graduate School that the report has been received and was deemed appropriate, and will forward a copy of the report to each member of the student's doctoral committee. The Graduate School will track the submission of the annual reports as a "milestone" in the student's official record.

Failure to submit the Annual Progress Report will jeopardize a student's continuation in the PhD Program.

Examinations

PhD Nursing students will complete three major examinations:

1. Preliminary (Admission to Candidacy) Examination
2. Dissertation Proposal Defense
3. Final Oral Examination of Dissertation

1. Preliminary Examination

In accord with Graduate School standards, the PhD in nursing student will be required to pass a preliminary examination and submit appropriate documentation to the graduate school by the end of the third year. This is by Spring Semester of the third year. For complete instructions and access to the appropriate forms please see the following website <http://gradschool.duke.edu/academics/forms/>

The student must pass the preliminary exam administered by the supervisory committee, to be admitted to candidacy. The exam will cover work in the major field; work in the outside field of study or minor area.

Content of the Preliminary Exam

The preliminary examination will be individualized for each student and will assess:

- Ability to synthesis and integrate knowledge of the discipline of nursing;
- Ability to synthesize and integrate specific substantive knowledge and theory related to the student's developing program of research; and
- Command of the methods and methodological issues necessary to proceed with writing a dissertation proposal in the student's topic area.

In advance of the examination, the student must complete the *Graduate School PhD Committee Approval Form* (available from Program Coordinator) and return it to her for the signature of the PhD Program Director.

Items to Be Reviewed by the Committee to Assess Student's Readiness to sit for the Preliminary Examination (Admission to Candidacy)

The committee chair and members will review.

1. Documentation of completed core coursework (except Nursing 910 and practica)
2. Scholarly portfolio data and supporting documents:
 - documentation of fulfillment of all Graduate School and Duke University Medical Center training requirements
 - updated curriculum vitae
 - summary of service to school or profession
 - objectives and evaluation from Doctoral Mentored Research and Teaching Practica, if these have been completed before the preliminary examination
 - NRSA application (or other external grant application) for predoctoral fellowship support, if an application has been submitted before the preliminary examination
 - research presentations given since entry into program (two expected prior to preliminary examination)
 - manuscripts in review or published since entry into the program (one expected prior to preliminary examination)
3. An overview of the dissertation plan.

The overview content should include information on the dissertation *Aims, Background and Significance*, and *Methods*. A completed draft of Chapter 1 should outline the aims and content of the entire dissertation. This paper serves as the contract between the student and her/his committee. Changes in the dissertation aims and chapter plans in this document following the proposal defense requires approval of the entire committee. The source of the overview for remaining contents may vary: some chairs recommend the student submit an existing paper or project, such as a recent F31 (NRSA), a fellowship funding application, or a dissertation proposal draft. However, students are encouraged to submit a full analysis plan in whatever method is preferred.

The Preliminary Examination Process

1. Preliminary exam questions are written to include both
 - a. Core/General curriculum content and
 - b. Student specific content areas
 - c. A single question can incorporate both core and specific content
2. Dissertation committee determines the exam questions.
3. Exam questions are disseminated to the student who has two weeks to write the preliminary exam.
4. The preliminary examination is open-book. The student will receive the questions (usually 2-4) via electronic file from the office of the PhD Program Director via the PhD Program Coordinator.
5. Upon receipt of the exam, the student may consult with the committee chair to clarify any questions about the exam.
6. The student will have two weeks to complete the exam. All exam papers should contain the student and supervising committee chair's last name. The exam is to be written in APA style, contain appropriate citations to scholarly works, and not exceed 60, double-spaced (size 11 font minimum) pages in length.
7. At the end of the two-week period, the student will submit an electronic copy to the PhD Program Coordinator and/or their committee chair for distribution to the Committee Members.
8. All portions of the exam will be distributed to and read by all committee members. Grading of responses to each question may be done by one or more committee members as determined by the committee prior to the exam.

9. Within 10 working days after exam answers are received in the Program Director's Office, the committee members will turn in their written evaluations of the examination to the committee chair.
10. Within five working days the chair will collate the committee's responses and prepare a written summary evaluation for the candidate and the Program Director (copies of individual committee member responses and the supervisor committee chair's summary evaluation are to be filed by the Program Coordinator).
11. The committee has the discretion to require the student to rewrite a discrete section of the examination if the chair and committee members judge that the student could address the issue within 5 days.

Preliminary Examination Results

1. In keeping with Graduate School policy, successful completion of the preliminary examination requires four affirmative votes from a 4-person committee and must be completed by May of Year 3. Committees of 5 or more persons may only have one negative vote. If the chair of the committee casts a negative vote, the student will not pass the examination. The Program chair is responsible for submitting the [Report of the Doctoral Preliminary Examination Form](#) and for ensuring that all preliminary committees understand and follow the correct Graduate School procedures. For instructions on how to complete the exam form please see the [Graduate School Academic Policies and Forms](#) website.
2. Based on an evaluation of the examination, the student's committee may make recommendations for additional course work or other instruction. These recommendations will be reported to the PhD Program Director and will be addressed in the student's next progress report.
3. In keeping with Graduate School policy, a student who fails the preliminary examination may apply, with the consent of the full supervisory committee and the Dean of the Graduate School, for the privilege of a second examination to be taken no earlier than three months after the date of the first exam. A second opportunity to take the exam is an option only if recommended by the committee. Successful completion of the second examination requires the affirmative vote of all original committee members. Failure on the second examination will render a student ineligible to continue a program for the PhD degree at Duke University.
4. After successful completion of the preliminary examination, the committee members will sign the [Report of the Doctoral Preliminary Examination Form](#) indicating the action of committee and will turn the form into the PhD Program Coordinator to be submitted to the Graduate School. If a candidate member participates via conference call, the form must be forwarded to the committee member for their signature. No other committee members can sign on their behalf; the Graduate will not accept the paperwork without original signatures, as this is a legal document. Please see the [Guide for Submission of the Doctoral Preliminary Exam Report](#) for additional information on completion of the preliminary exam form.

2. The Dissertation Proposal

1. By the end of the third year the student must pass a written and oral defense of their dissertation proposal. If membership of the Supervisory Committee has changed, the student must file a new Committee Approval Form at least one month prior to proposal defense.
2. The student will develop the dissertation proposal in consultation with the dissertation chair and other committee members. The dissertation must be formatted using the Duke University Graduate School Dissertation template. The research plan will be in sufficient detail that the feasibility and rigor of the study can be assessed.

The Dissertation Proposal Defense

1. The student will provide a copy of the proposal to each committee member at least two weeks prior to the scheduled defense.
2. The focus of the proposal defense is the dissertation project; however, the student may expect questions about the larger intellectual area represented by the dissertation proposal. At the defense, the supervisory committee will discuss, make suggestions, and approve the dissertation proposal if it is acceptable.

3. Once the committee has met with the candidate to discuss the dissertation proposal, the committee determines whether the candidate is prepared to proceed with the dissertation project. If more than one of the four members of the committee believes that the candidate is not prepared to proceed, another defense will be scheduled after the student revises the dissertation proposal in consultation with the committee. If for a second time, more than one member of the committee feels that the candidate does not have a viable dissertation project, the candidate is not qualified for the dissertation stage. A negative vote cast by the chair of the dissertation committee will mean a failure on the defense. It is understood that any disqualification by committee members must center on the dissertation proposal.

The student and committee should have an open discussion about authorship on dissertation manuscripts. Authorship is not guaranteed and should be based upon committee members' contribution to the scholarly work.

3. The Dissertation

The dissertation, based on original research by the student, will demonstrate competence in scientific writing and the student's ability to communicate the results of significant research.

All dissertations in the School of Nursing will use the manuscript style, which facilitates publication of the student's work. Manuscripts of published articles and papers in review or to be submitted authored by the student and based on research conducted or supporting intellectual work may be included. The dissertation must include a minimum of three manuscripts, two of which must be data-based.

The dissertation, however, is not simply a collection of manuscripts; it must describe the larger context of the research and logically connect the papers by presenting an integrated research theme. The dissertation thus will include:

- An abstract
- Table of contents that includes each chapter and its figures and tables
- An introduction section that identifies and presents the student's focal area of research and links each paper to that research.
- Each data-based manuscript chapter should include a review of the literature and use an acceptable convention for data-based reports.
- A final chapter that provides a synthesis and discussion of all papers bringing them into a broader focus.

When co-authored papers are included in the dissertation, the candidate must be the first author of the paper. Though the writing is expected to be the student's own, many dissertation projects involve collaborative work; the contributions made by other researchers must be identified fully and specifically for each chapter in a preface to the relevant chapter. The dissertation chair must attest to the accuracy of this statement at the doctoral oral defense. The committee must approve inclusion of co-authored materials prior to the final defense.

If previously published copyrighted material is presented in a dissertation, the candidate must obtain a signed waiver from the copyright owner (usually the publisher) and submit this to the Graduate School with the final dissertation.

The student and committee should re-visit authorship on remaining dissertation manuscripts. Authorship is not guaranteed and should be based upon committee members' contribution to the scholarly work.

Collaborative Work. Multi-authored articles may be included in the manuscript if the student's contribution to that article, and the relationship of the research described in the article to the thesis/dissertation, are made clear in the Introduction. The text of your chapters must be your own, even if the work was collaborative. It is the responsibility of the student's thesis/dissertation committee to ensure that a thesis/dissertation represents the original, individual efforts of the candidate.

Using Materials Copyrighted by Others. As the author of the manuscript, you will be asked to certify that any previously copyrighted material used in your work, beyond "fair use", is with the written permission of the copyright owner. Please refer to Copyright and Your Dissertation or Thesis. Please consult the following site for information on "When U.S. Works pass into the Public Domain. The United States Copyright Office is a valuable resource for any question you may have concerning previously published work. Book and journal publishers normally hold the copyright for all materials they publish. Even if you are the sole author or one of several authors

of material in a published book or journal, you must obtain written permission from the copyright holder if you are including this material in your thesis/dissertation.

If previously published copyrighted material is presented in a dissertation, the candidate must obtain a signed waiver from the copyright owner (usually the publisher) and submit this to the Graduate School with the final dissertation.

The student and committee should re-visit authorship on remaining dissertation manuscripts. Authorship is not guaranteed and should be based upon committee members' contribution to the scholarly work.

Basic requirements for preparing the dissertation (e.g., quality of paper, style, form and binding) are prescribed in the [Guide for the Electronic Submission of Thesis and Dissertation](#) (available on the Graduate School's Web site) or more specific aspects of form and style, the student is advised to use the [Publication Manual of the American Psychological Association, Sixth Edition](#).

Items to Be Reviewed Before Scheduling the Dissertation Defense

Items should be submitted one week prior to the committee meeting with the student.

1. Completion of all core coursework.
2. Most recent scholarly portfolio (see pp. 31-32), including:
 - documentation of fulfillment of all Graduate School and Duke University Medical Center training requirements
 - curriculum vitae
 - summary of service to school or profession
 - completed objectives and evaluation for the doctoral Mentored Teaching and Research Practica
 - NRSA application (or other external grant application) for predoctoral fellowship support
 - Research presentations given since entry into program (three expected prior to dissertation defense).
 - manuscripts in review or published since entry into the program (two expected prior to dissertation defense)

Composition of the Dissertation Committee

1. The Associate Dean of the Graduate School must approve the supervisory committee at least one month before the dissertation defense; any changes in the committee will require the completion and approval of a revised form. If the dissertation committee is the same as the preliminary committee, it is not necessary to submit a new committee approval form.
2. All approved committee members must be present at the dissertation defense. One approved committee member may participate remotely in a dissertation defense with prior authorization of the Associate Dean for Academic Affairs of the Graduate School (Graduate School ADAA). Any member participating remotely must be pre-approved by Graduate School ADAA.
 - There is no longer a requirement for "original signature" on exam paperwork by a remote exam participant. The Graduate school will accept an emailed PDF note on institutional letterhead indicating the name of the examinee, the date of the dissertation defense, and the remote participant's vote as to whether the person passed or failed the exam. Templates for the text to be used will be provided to remote participants with the approval notice from the Graduate School ADAA.
 - The remote participant must include his or her signature on the document and email it to the PhD Program Coordinator as a PDF. The Program Coordinator will then submit it to the Graduate School.

Final Dissertation Defense

1. The doctoral dissertation should be submitted and successfully defended within two calendar years after the preliminary examination is passed. Refer to the current [Bulletin of the Duke University Graduate School](#) for procedures for requesting an extension if necessary.

2. The student will develop the dissertation in consultation with the dissertation chair and other committee members. The dissertation, written in the previously described format, and given the chair's approval will be distributed to committee members.
3. The dissertation defense is administered by at least four members of the supervising committee, who must have at least two weeks to read and review the completed dissertation before the final examination. The final oral exam will focus on the dissertation research, but questions may also address the nursing discipline as it relates to the student's major area of research. The final oral examination time and location is published by the Graduate School and thus, the student should expect that others may attend the defense.
4. Successful completion of the dissertation defense requires at least four affirmative votes and no more than one negative vote. The sole exception to this policy is that a negative vote cast by the chair of the committee will result in a failure. A student who fails the dissertation defense may be allowed to repeat the defense, but no earlier than six months from the date of the first defense. Permission to defend for a second time must be obtained from the dissertation chair and from the dean of the Graduate School. Failure to pass the second defense renders the student ineligible to continue work for the PhD degree at Duke University.

Dissertation Defense and Application to Graduate Process

1. The student will complete a new [Committee Approval Form](#) at least one month before the final dissertation defense if committee membership has changed since the Preliminary Examination. If the dissertation committee is the same as the preliminary committee, it is not necessary to submit a new committee approval form, the student must send an email to Denise Leathers denise.leathers@duke.edu indicating there is no change in their committee
2. The student must complete the [Apply to Graduate process](#) in DukeHub, including the Intent to Receive Degree form, by the deadline listed on the Graduate School website for the desired graduation date.
3. The student must clear the date and time for the dissertation defense with all members of the committee, notify the PhD Program Coordinator and schedule a room with Tina Leiter, Building Facilities Director, and file the paperwork for the Graduate School. The Final Certificate will not be released by the Graduate School until notification is received from the PhD Program Director's office and the student has submitted the dissertation to the Graduate School for a format check. The student must pick up the Certificate from the Graduate School and bring it to the defense for committee members' signatures. If the dissertation requires more than minor revisions the committee reserves the right to review the final dissertation prior to submission to the graduate school or delegate approval of the revisions to the chair.
4. General requirements for submitting the dissertation should be reviewed in the Regulations section of the current [Bulletin of the Duke University Graduate School](#), or in the following location: <http://gradschool.duke.edu/academics/theses/index.php>.

Graduate Recognition and Commencement

Duke University Commencement Exercises

Duke University conducts one commencement ceremony annually. The Duke University Commencement Exercises for all graduates are held at Wallace Wade Stadium on a Sunday in May. Information about the Duke University Commencement Exercises and a full list of graduation weekend events are posted each year at the [Duke University Commencement website](#).

School of Nursing Graduate Recognition Ceremonies

Each May and December, the School of Nursing hosts a Hooding and Recognition Ceremony for its graduates to recognize and celebrate their accomplishments. All graduates are expected to attend this ceremony. December graduates participate in the December ceremony, and May graduates participate in the May ceremony. September graduates may participate in either the May or the December ceremony. All faculty are also expected to attend and participate in the School of Nursing Hooding and Recognition Ceremony.

School of Nursing graduates can find additional information about the School of Nursing Hooding and Recognition Ceremony on the [School of Nursing graduation website](#).

Tuition and Fees

The School of Nursing expects its doctoral students to take an active role in the funding of their education by applying for Graduate School Fellowships on admission. They also will apply for individual National Research Service Award (NRSA) and other applicable awards by the end of their first year or become funded on a sponsored research grant.

School of Nursing Support for PhD Students

The School will commit to providing support to students via scholarships for tuition and fees that are not otherwise funded, in addition to the payment of stipends that are not funded by other sources, as follows:

Tuition

It is the expectation of the Graduate School that PhD students will be fully supported for a minimum of five consecutive years, beginning with their year of matriculation. Tuition is charged on a per semester basis for all graduate students. Please visit the following link <https://gradschool.duke.edu/financial-support/cost-attend#phd>.

Graduate School Fees

Recreation Fee: The Graduate School has begun funding again for all of the PhD students for their recreation fees. (e.g., the Wilson and Brodie gyms).

University Health Fees

Health Insurance: Coverage is required. Students may select coverage from [Duke's Student Medical Insurance Plan](#) (SMIP), or provide proof of comparable health coverage. Students who choose SMIP will be charged in the fall semester, based on a rate that is tiered-by-age. Additional health insurance information is available through the provider, [Blue Cross Blue Shield \(BCBS\) of North Carolina](#). For additional information please contact [Student Health](#).

Stipends

The School of Nursing will provide full stipend support through the fifth year, but expects the student to actively participate in gaining funding support.

Other Fees (Student Costs)

Parking Fee: Students should contact [Duke Parking and Transportation](#) for information about parking availability and regulations.

Funding Support Opportunities

While the School of Nursing provides up to five years of full support provided that academic performance remains satisfactory, we expect students to apply for institutional and external fellowships in their fields. In accordance with graduate school regulations, when students receive outside funding, they will not receive any credit towards additional funding for future years from the School of Nursing. We support students to complete the PhD program in a timely manner.

Conference Funding

Students who have passed the preliminary exam may apply to the Graduate School for [Conference Travel Awards](#) to cover the costs of travel to and from conferences where they are presenting work.

Graduate School Awards

Students who have passed their preliminary exam may apply to the Graduate School for additional sources of funding to support research and writing. The Graduate School offers a number of [competitive awards for advanced students](#), including:

- Aleane Webb Dissertation Research Fellowship
- International Research Fellowships
- Katherine Goodman Stern Dissertation Year Fellowship
- Jo Rae Wright Fellowship for Outstanding Women in Science
- Anne Firor Scott Dissertation Completion Fellowship
- Named Instructorships in Arts and Sciences
- Summer Research Fellowships (all students in year 1-5) to allow students to continue their education and/or research over the summer break, free of non-academic service obligations. The fellowship will pay a stipend for the period June 1-August 31 plus summer tuition and health fee in three equal installments.
- Competitive Summer Research Fellowships (for students between years three and six)
- 9-month Library Internships

External Grants

Students will have guidance from DUSON faculty in writing grant applications to external agencies or foundations as part of the course work and through individual advising relationships. Examples of funding agencies include the National Institutes of Health, Agency for Health Research and Quality, Robert Wood Johnson Foundation, and specialty focused agencies such as the John A. Hartford Foundation and Oncology Nurses Society. Faculty will work with students to identify potential sources of external grant funding.

Non-Academic Policies and Procedures

Duke Health – No Smoking Policy

Duke Health is an advocate for a healthy environment by creating a workplace free of tobacco use and supporting tobacco users who wish to quit by offering tobacco cessation assistance. Research shows that secondhand smoke is a significant source of disease even when the exposure occurs outdoors.

All Duke Health sites (that are solely owned or leased by Duke Medicine) are 100% tobacco-free. This includes the Duke University School of Nursing. No tobacco use is allowed within Duke Medicine buildings or on grounds, sidewalks, streets, parking garages and or areas maintained by Duke Medicine. This policy applies to all individuals working, visiting, receiving medical care, or for educational purposes within the boundaries of Duke Medicine properties, including vendors and contractors.

Duke University Health System's policy on a tobacco-free environmental specifies that enforcement of the policy rests with the appropriate academic administrative leader (Program Director, associate dean). When students observe violations of the policy, they should remind their fellow students of the policy and ask them to extinguish the cigarette/cigar/pipe material. If a student continues to violate the policy, the location and time of the violation can be reported by contacting the appropriate academic administrative leader. Violation patterns will be assessed and appropriate action initiated.

Alcohol / Drug Policy

Duke University's alcohol policy encourages students to make responsible decisions about the use of alcoholic beverages and promotes safe, legal, and healthy patterns of social interaction. Duke recognizes its students to be responsible adults and believes that students should behave in a manner that is not disruptive or endangering to themselves or others and is in compliance with state and local laws regarding the possession, consumption, sale, and delivery of alcohol.

Duke University prohibits members of its community to manufacture, sell, deliver, possess, use, or be under the influence of a controlled substance without legal authorization. A controlled substance includes any drug, substance or immediate precursor covered under the North Carolina Controlled Substances Act, including but not limited to opiates, barbiturates, amphetamines, marijuana, and hallucinogens.

The possession of drug paraphernalia is also prohibited under North Carolina state law and university policy. Drug paraphernalia includes all equipment, products and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

In addition to current matriculation processes, i.e., criminal background checks, satisfactory completion of all academic requirements as documented by final official transcripts, Duke University School of Nursing requires drug testing of all entering nursing school students at the time of matriculation.

Consistent with existing state and federal laws and other applicable University and Duke Medicine or other training site policies and procedures, diversion of controlled substance, record falsification, theft of controlled substances, and drug substitution are prohibited and shall result in corrective action up to and including academic dismissal. Cases of confirmed diversion will be reported to appropriate agencies, including but not limited to state boards of nursing and the Drug Enforcement Agency (DEA).

Student Disability Access Office: Reasonable Accommodation Process

Students who wish to be considered for reasonable accommodations at Duke University must self-identify to the Disability Management System–Student Disability Access Office (SDAO).

Students who are entering Duke University for the first time will receive a letter from the Graduate or Professional School to which they have applied containing procedures for receiving consideration for reasonable accommodations at Duke University and a Request for Consideration for Reasonable Accommodations form. The letter also contains information regarding documentation requirements and documentation guidelines.

Students currently enrolled at Duke University who want information about receiving consideration for reasonable accommodations should contact the [Student Disability Access Office](#) at (919) 668-6213 for information.

The [Request for Consideration for Reasonable Accommodations form](#) and additional information about reasonable accommodation is available at the Duke Disability Management System website (<http://www.access.duke.edu>), which serves as a central source for disability-related information, procedures, resources, and services.

The Duke University Office of Institutional Equity

Under the auspices of the President, the [Office for Institutional Equity](#) provides institutional leadership in enhancing respectful, diverse, and inclusive work and learning environments for the Duke Community. We provide a range of services that uphold values of equity and diversity, as well as support compliance efforts in the areas of equal opportunity, affirmative action, and harassment prevention.

Duke University Non-Discrimination Statement

Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The university prohibits discrimination on the basis of race, color, religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity. The university also makes good faith efforts to recruit, employ and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

The university also does not tolerate harassment of any kind. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Dr. Benjamin D. Reese, Vice-President of the Office for Institutional Equity, as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, North Carolina 27708. Dr. Reese's office telephone number is (919) 684-8222 and his email address is ben.reese@duke.edu.

Questions or comments about harassment or discrimination can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the harassment policy and appropriate complaint procedures, may be found by contacting the Office for

Institutional Equity or visiting its website at: <http://www.duke.edu/web/equity/>

For further information on notice of nondiscrimination, you can contact the appropriate federal office by visiting the website: <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1 (800) 421-3481.

If you believe that you have been treated in a negative or adverse manner because of discrimination, harassment, and/or retaliation for filing a complaint, we encourage you to seek assistance. You may also raise your concern with the faculty director of your academic program. You may contact the [Ombudsperson](#) for Duke students at the Office for Institutional Equity

Communication Between Duke University and Students

Electronic mail (e-mail) is the official medium by which Duke University communicates policies, procedures, and items related to course work or degree requirements to students enrolled at the university. All students matriculated at the School of Nursing are assigned a Duke University e-mail account upon acceptance of an offer of admission. **It is the student's responsibility to check this e-mail account regularly and to respond promptly to requests made by e-mail. No other e-mail account may be used for official communication with the school.**

Use of Social Media

Overview

The Duke University School of Nursing (DUSON) recognizes and supports the professional use of social media by students. In using social media, students have an obligation to conduct themselves in accordance with all clinical institutional social media policies, Duke University Community Standards and the DUSON Personal Integrity Policy and Guidelines.

Social Media Defined:

Social media is broadly defined and consists of any online platform used as a mechanism for communication. Social media is most often an Internet-based application that allows for the creation and exchange of user-generated content. Examples of social media include but are not limited to social networking sites (e.g., Facebook, LinkedIn, Instagram, Snapchat, Pinterest, Flickr), microblogs (e.g., Twitter, Tumblr), user-created webpages (e.g., Wiki, Wikipedia), company and personal blogs (e.g., Wordpress), forums and discussions boards (e.g., Google Groups, Yahoo! Groups, ALLnurses.com), content communities (e.g., YouTube), and audio-sharing (e.g., podcasts).

While new technologies create new opportunities for communication and collaboration, they also create vulnerabilities for individuals and institutions, especially those involved in the healthcare environment. The purpose of this policy is to promote the safety and privacy of students, patients and their families, and visitors through the protection of sensitive and confidential information. DUSON recognizes and supports professional use of social media, and recognizes that the workforce participates in social media for personal use. This policy covers the use of social media and internet activities that associate the DUSON community with all institutions who support DUSON through clinical placements. Since social media often spans traditional boundaries between professional and personal relationships, additional vigilance is required to ensure that one is protecting personal, professional, and university reputations.

All students within the DUSON community are expected to observe professional standards for communication in all interactions and exercise wisdom and caution in using social media. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity. Bear in mind that people have been denied employment because of information posted on social networking sites.

The following guidelines apply to the DUSON student community who identify themselves as part of DUSON on professional and personal social media sites:

- Protect confidential and sensitive information. Do not post confidential information about the university, staff, students, clinical facilities, patients or others with whom one has contact in the role as affiliated with DUSON.

- Students and faculty/clinical instructors in clinical settings should familiarize themselves with the social media policies of those agencies.
- Students will not initiate or accept friend requests (or the like) from patients or patient families except in unusual circumstances when there is an established relationship prior to the date of treatment.
- Students will not participate in online conversations with patients, patients' families, and others regarding patient information.
- Activities that occur during clinical experiences will not be shared through social media. Sharing information includes, but is not limited to, posting pictures of patients, families, patient records, healthcare workers, interiors of clinical sites, faculty, fellow students, etc.
- Adhere to copyright laws and intellectual property rights of others and of the university.
- DUSON or Duke 8.22.2017 logos or graphics/images are not to be used on personal social media sites or to promote/endorse a product, cause, political party or candidate.
- Personal phone conversations, texting, or use of social media is not allowed at any time while in patient/client areas or in the classroom.
- Recording or videotaping of professors, students, staff, or educational activities for personal or social media use is prohibited unless the individual(s) involved grant permission for such taping.

The social media policy also applies to anyone engaged in human subject research with patients or families and to all visiting scholars.

Consequences:

DUSON will investigate and adjudicate potential violations of this policy. Consequences for failure to abide by any component of this policy may result in disciplinary action, including but not limited to formal reprimand, suspension, course and/or clinical failure, or dismissal from the program based on the type and seriousness of the violation.

DUSON may have mandatory reporting obligations to licensing and credentialing bodies. Breaches of the social media policy may be submitted to the North Carolina Board of Nursing, which may affect licensure or eligibility for licensure.

Students should also be aware of the social media policies of non-Duke facilities and adhere to these. Breach of these policies may result in additional penalties from the facility.

Duke's Social Media Policy and Glossary, with link to FAQs

<https://egrc.duhs.duke.edu/default.aspx?requestUrl=.%2fGenericContent%2fRecord.aspx%3fid%3d205922%26moduleId%3d65>

Additional Resources:

The American Nurses Association's Social Networking Principles Toolkit

- To be used for practical guidelines on how to maintain professional standards in media environments: <http://www.nursingworld.org/socialnetworkingtoolkit>

Resources – Duke University School of Nursing

Office of Admissions and Student Services

The mission of the Office of Admissions and Student Services (OASS) is to provide a system of continuous support that follows the student from prospect to graduation in an effort to enhance student success and attainment of educational goals. OASS is a customer-service support unit that strives to provide comprehensive service to students by combining advanced technological resources and a team of highly trained and sensitive professionals. The unit has responsibility and oversight of the areas listed below:

- *Prospective Student Services.* The Office of Admissions and Student Services provides frequent services to students interested in exploring enrollment at the school. The office supports prospects by providing venues to ask and receive information through our online resources, webinars, presence at out-of-state recruitment events, and on-campus events.
- *Admission Services.* The School of Nursing admissions officers are available to assist students in accessing and submitting the application for admission. The staff are available as well to guide students through the process, provide transcript evaluations, and general information about the interview selection process.
- *Student Services.* The office is responsible for providing operational support to students by helping to facilitate ID badge issuance, on-campus lockers and mailboxes for students who qualify. Additionally, current ABSN, MSN and DNP communications are primarily monitored and maintained by this office. Career Services. This unit is committed to equipping students with the necessary skills, tools, and knowledge to succeed throughout their nursing careers. Services include resume and cover letter evaluation, interview preparation, and assistance with conducting an effective job search. Academic Advising. This unit provides technical support to all DUSON students that are required to submit a Long-Range Matriculation Plan.
- *Compliance Services.* All students at the School of Nursing are required and expected to meet all health and safety regulations as directed by law, the university, and the health agencies in which our students work. This unit oversees the collection, monitoring, and reporting of compliance-related items necessary to be an enrolled student at the Duke University School of Nursing.
- *Data Management.* The primary goal of this unit is to monitor, control, and evaluate data entry processes and maximize efforts to reduce data errors and redundancy.
- *Registration Services.* The goal of this unit is to provide a seamless academic experience for DUSON's diverse body of students, faculty, and staff by establishing, maintaining, and constantly improving the processes and practices that revolve around student records, graduation, and related administrative services.

Center for Nursing Research

The Center for Nursing Research is dedicated to providing resources that faculty, students, and Duke University Health System practicing nurses and researchers need to advance nursing and interdisciplinary science. A diverse community of scholars and clinicians, along with skilled staff support, the CNR educates and supports the next generation of research leaders in nursing. The CNR consists of the following four cores that conduct the work needed to support research faculty: Faculty Science Core; Research Design and Statistics Core; Pre-Award Liaison Services Core; and Research Oversight and Compliance Core.

The CNR focuses on four key areas that concentrate on optimizing health across the spectrum, from discovery to translation. These research areas of excellence are Clinical Innovation; Population Health and Chronic Illness; Precision Health; and Methods and Analytics. More information about the Center for Nursing Research is available on the School's website.

Office of Global and Community Health Initiatives (OGACHI)

The overall goal of the [Office of Global and Community Health Initiatives \(OGACHI\)](#) is to address health disparities locally and abroad through promoting academic enrichment, service-learning, and research pertaining to issues of

global health. The office serves as a clearing house and catalyst for the development, facilitation, and monitoring of local, regional, and international activities of students and faculty related to improving health around the world. It also cultivates and promotes interdisciplinary linkages across the campus and externally with other organizations, agencies, and communities in responding to disparate health outcomes of the poor and underserved. In addition, OGACHI seeks to increase diversity in nursing through special initiatives and programs, often in partnership with other institutions. Cultural immersion service learning experiences in developing countries available to School of Nursing ABSN and MSN students through OGACHI offer unique opportunities for students to develop cultural sensitivity and competence and learn the roles and responsibilities of nurses in countries with severe shortages of healthcare personnel while fulfilling some of their clinical and/or residency curriculum requirements. OGACHI was established in January 2006 in response to the newly formed Duke Global Health Institute.

Clinical Placement Services (CPS)

The clinical learning experience affords each student the opportunity to further use the theory and skills that have been learned in the classroom and the Center for Nursing Discovery. Clinical Placement Services facilitates clinical coordination and functions as the liaison between the School of Nursing and the many clinical agencies with whom the school partners to provide a well-rounded education to all students.

Services provided:

- Serves as point of contact for clinical care agencies, providers, and preceptors.
- Secures clinical sites for the MSN and DNP programs with faculty guidance. Collaborates with faculty in non-clinical majors to identify and secure sites for synthesis courses.
- Provides clinical site negotiation, contracting services, and liability insurance coverage in conjunction with Clinical Contract Services and DUHS Risk Management.
- Reports clinical hours to the Office of Admissions and Student Services for inclusion in student permanent records.
- Develops new clinical and nonclinical placement sites in collaboration with faculty members.

Center for Nursing Discovery (CND)

Using a student-centered approach, the [Center for Nursing Discovery](#) (CND) provides a variety of avenues of instructional methodology, including simulation using high fidelity (or lifelike) adult and pediatric mannequins, role-playing, self-instruction, faculty-assisted instruction, procedural task trainers to develop specific hands-on skills, standardized patients (trained actors), and the use of innovative, state-of-the-art multimedia. Students can select various learning methods based on their individual learning styles to broaden assessment, communication, psychomotor, and cognitive skills within a safe environment. Practice in the CND, along with their clinical experiences, helps students move towards development of their own evidence-based nursing practice, achieving the ultimate goal of becoming clinical leaders in providing safe, effective, and excellent patient care.

Sigma Theta Tau

The [Sigma Theta Tau International Honor Society of Nursing](#) is the only international honor society for nursing and is a member of the Association of College Honor Societies. The society recognizes achievement of superior quality, fosters high professional standards, encourages creative work, recognizes the development of leadership qualities, and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is a scholarly professional organization that promotes the best in nursing.

The first chapter was established in 1922. by six nursing students at Indiana University. The founders chose the name from the initials of the Greek words "Storge", "Tharsos," and "Time" meaning, "love", "courage," and "honor." The society recognizes achievement of superior quality, fosters high professional standards, encourages creative work, recognizes the development of leadership qualities, and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is a scholarly professional organization that promotes the best in nursing.

Duke University School of Nursing students who meet the criteria for membership in Sigma Theta Tau are eligible for induction into the Beta Epsilon Chapter. Eligible students receive invitations to join the chapter. A formal induction ceremony is held annually.

Duke University School of Nursing Student Ambassadors

The goal of the Student Ambassador program of the Duke University School of Nursing Office of Admissions and Student Services is to develop a cadre of highly trained nursing students who are knowledgeable about the School's mission, key marketing messages, and processes related to recruitment, admissions and enrollment and alumni initiatives. DUSON Student Ambassadors will represent the School of Nursing amongst a variety of audiences including prospective students, alumni, and school guests demonstrating a high level of School pride and exceptional service at all times. Students who are interested in participating are encouraged to contact Bebe Mills, Director of Student Services.

Duke University School of Nursing Student Council

The Duke University School of Nursing Student Council is the governing body for all students in the school, and is composed of elected officers and class representatives. Its sole purpose is to serve the students' educational and professional needs and provide a formal structure for student participation in a wide variety of events within the school. Activities include submitting information to the student listserv covering local events and opportunities of interest to students, cosponsoring events at Duke with other organizations, (i.e., Duke University and Duke Medicine organizations, the local chapter of Sigma Theta Tau, and the Duke University School of Nursing Alumni Association). The Student Council enhances students' educational experience by increasing awareness of resources and student services, encouraging student involvement in DUSON activities, and sponsoring events throughout the school year, including alumni and student socials, service projects, and career planning events.

American Assembly for Men in Nursing –Duke Chapter

The Duke Chapter of the American Assembly for Men in Nursing (DAAMN) is an assembly of nurses and affiliates within the Duke University Health System (DUHS) who are interested in increasing the visibility and inclusion of men in nursing. DAAMN supports the mission of the [American Assembly for Men in Nursing](#) (AAMN) to influence policy, research and education about men in nursing. Objectives include creating a network of people who desire to further the participation of men in all aspects of professional nursing practice within and beyond DUHS; providing formal and informal networking, mentorship, and leadership opportunities, and supporting professional growth of men who are nursing students and licensed nurses; and serving as role models of professional nursing through community outreach and service. Membership is open to Registered Nurses, Licensed Practical/Vocational Nurses, entry-level nursing students, and affiliates. Membership is unrestricted by consideration of age, color, creed, handicap, sexual orientation, lifestyle, nationality, race, religion, or gender.

Duke Emergency Nursing Students (DENS)

The mission of Duke Emergency Nursing Students (DENS) is to function as a specialty nursing club for professional nursing students committed to advancing their knowledge of emergency nursing to best advocate for safety, philanthropy, and education for the community of Durham in preparation to provide emergency nursing care.

Duke Nursing Students without Borders

The mission of the Duke Nursing Students Without Borders organization is to promote health empowerment through volunteer efforts in education, hands-on patient care, building networks to access health care resources as well as distributing collected materials to local, regional, and international communities. In addition, by creating opportunities to give, learn and connect, Nursing Students Without Borders aims to expand the perspectives and experiences of current nursing students and alumni.

DUSON Spectrum

The mission of DUSON Spectrum is to assist the Duke University School of Nursing in meeting its goals addressed in the Duke University School of Nursing Mission Statement. This organization is committed to the advancement of the health of lesbian, gay, bisexual, transgender, and other individuals of minority status through the practice of

nursing advocacy. DUSON Spectrum will encourage its members to be socially-aware, active, and responsible Duke citizens who reflect the DUSON Spectrum mission proudly in their nursing practice.

Fusion: Multicultural Nursing Student Association

The mission of Fusion: Multicultural Nursing Student Association is to represent diversity within DUSON for students from diverse, ethnic, and racial backgrounds to come together as learners and leaders towards a more multicultural and rich nursing workforce. Fusion will encourage its members to be socially-aware, active, and responsible Duke citizens who reflect the Fusion mission proudly in their nursing practice.

National Student Nurses Association – Duke Chapter

The Duke University School of Nursing Student Nurses Association (DUSON SNA) is the Duke chapter of the [National Student Nurses Association](#) and the North Carolina Association of Nursing Students. The organization serves several purposes: assumes responsibility for contributing to nursing education in order to provide for the highest quality of health care; provides programs representative of fundamental interests and concerns to nursing students; and aids in the development of the whole person, his/her professional role, and his/her responsibility for health care of people in all walks of life. The functions of the DUSON SNA include: providing direct input into standards of nursing education and influencing the education process; influencing health care, nursing education and practice through legislative activities as appropriate; and representing nursing students to the consumer, to institutions, and other organizations. The organization also promotes and encourages student participation in community affairs and activities towards health care and the resolution of related social issues and in interdisciplinary activities; recruitment efforts, participation in student activities, and educational opportunities regardless of a person's race, color, creed, sex, lifestyle, national origin, age, or economic status; and collaborative relationships with nursing and health related organizations.

Nightingales

DUSON's student-directed a cappella group, the Nightingales, includes students, faculty, and staff who love to sing and have fun together. Music is great self-care for those singing and hearing it, so we love to be able to use our gifts outside the classroom / lab / clinic / office to bring joy to ourselves and others.

Nurses Christian Fellowship

Nurses Christian Fellowship is intended to be an interdenominational Christian fellowship club for nursing students at all levels. We intend to meet weekly for Bible study, fellowship, prayer, and service oriented activities. Our general aim in doing so is to create friendship with each other and to share ideas about how our Christian values might have a positive impact upon our role as developing nurses.

Resources – Duke University

Duke Student Health

Duke Student Health provides a variety of student healthcare services (including general medical care, allergy and travel clinics, some laboratory services, basic nutrition counseling, and physical therapy) at the Duke Student Health Center. Medical Services are provided by board-certified faculty physicians, physician assistants, nurse practitioners, and resident physicians under faculty supervision.

The Duke Student Health Center is located in the Student Wellness Center, 305 Towerview Drive. Hours of operation are listed [online](#). The Duke Student Health Center is not a "walk-in clinic"; students are seen by appointment. Appointments may be scheduled via phone at **919-681-9355** or online through the [Duke MyChart patient portal](#).

Many but not all services provided by the Duke Student Health Center are covered by the Student Health Fee. Information about [covered and non-covered services](#) is available online; this information may be subject to change over time. Students who are not sure whether a service is covered should ask the staff at the Duke Student Health Center before receiving the service.

Student Mental Health Services

The Duke University School of Nursing is committed to assisting in the care and well-being of our students at all points of their educational careers. As part of the University community, the School of Nursing works closely with Duke [Counseling and Psychological Services](#) (CAPS) to ensure that assistance can be provided to any student with personal or emotional concerns. CAPS provide a confidential, coordinated, and comprehensive range of counseling and psychological services to meet the unique needs of individual students.

Services include confidential assessment and brief counseling/psychotherapy regarding personal concerns about family, social, academic, and sexual matters. The professional staff is composed of psychologists, clinical social workers, and psychiatrists. Individual, couples, and group counseling may be utilized in helping students resolve their concerns once the student and staff member have identified together the most helpful alternative. CAPS services are available to all undergraduate, graduate, professional, and allied health students who pay the Student Health fee. There are no additional costs for these services. Students can make an appointment by calling **(919) 660-1000**.

Safety

Duke University has a continuing commitment to provide a safe environment for all members of the University community. The University's lighting system, including special blue lights to identify emergency telephones, police patrols, the Security Alert Network on the campus and medical center, van services, and automatic door locking devices are some of the measures taken to ensure safety. Duke University alone cannot guarantee the personal safety of each person who works or studies on campus. Safety is a community issue that can be addressed only through the active participation of every member of the Duke community. Each person must help achieve this objective by taking all appropriate precautions. Safety-related information and services are listed below.

Duke University Police

The [Duke University Police Department](#) (located at 502 Oregon St.) provides 24-hour law enforcement and security services to Duke's academic campus and health system, as well as off-campus areas.

- **If a crime is in progress or if you have an emergency to report, dial 911.**
- For non-emergencies, call **(919) 684-2444**.

Sexual Assault Support Services

For students (male or female) who have experienced sexual assault or gender violence, [sexual assault support services](#) including one-on-one counseling and advocacy are available through the Women's Center.

For crisis support:

- During working hours (Monday-Friday, 9:00 to 5:00), call **(919) 684-3897**.
- After hours or on weekends, call **(919) 886-6814**.
- **In an emergency situation, any student who feels that she or he is in danger should dial 911.**

Graduate and Professional Student Council (GPSC)

The Graduate and Professional Student Council is the umbrella student government organization for Duke's nine graduate and professional schools. GPSC represents and advocates on behalf of graduate and professional students; serves as a liaison between graduate and professional students and the University Administration; serves as a liaison among the student governments of the graduate and professional schools; nominates graduate and professional student representatives to University committees; programs events of interest to the graduate and professional student community; and provides financial support for programming of graduate and professional student groups. GPSC functions are accomplished mainly through the General Assembly, in which representation is allotted to each degree-granting program according to the number of enrolled students. Representatives of each program and officers of the council are selected annually. School of Nursing students participate actively in this organization.

Information about the GPSC is available from the [Graduate and Professional Student Council website](#). Students interested in representing the School of Nursing should inquire through the DUSON Student Government (Student Council) regarding election to GPSC.

The Libraries

The Duke University Library system, with more than seven million volumes, ranks among the top ten private research libraries in the United States. Its collections also include extensive holdings of serials, electronic resources, digital collections, and media, and more than fifteen million manuscripts. The system includes the Perkins/Bostock main library and the David M. Rubenstein Rare Book and Manuscript Library/University Archives on West Campus; Lilly Library (fine arts, philosophy, film, and video, performing arts) and the Music Library on East Campus; and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort, North Carolina. The Duke University Library system also includes four independently administered libraries: The Divinity School Library, the Ford Library at The Fuqua School of Business, the Goodson Law School Library, and the Duke University Medical Center Library. For more information about the resources and hours of operation of each of the libraries, visit the [Duke University Libraries website](#).

The Duke University Medical Center Library (DUMCL)

Located adjacent to Duke Hospital in the Seeley G. Mudd Building, DUMCL supports patient care, teaching, and research activities of the Duke University Medical Center by providing its users with consistent and efficient access to timely, relevant biomedical information. The DUMCL collection has approximately 183,500 volumes. Users have access to more than 4,300 biomedical electronic journal subscriptions, including more than 375 full-text online nursing journals.

DUMCL maintains a robust online presence, thereby extending access to library resources and services beyond its physical location. The library also offers reference and educational services (consultations and training in database searching and information management), as well as a wide variety of tutorials and Internet subject guides on its website. [The Duke University Medical Center Library website](#) provides access to licensed and locally created databases, electronic books and journals, and online learning and reference tools. Databases include PubMed, Ovid MEDLINE, CINAHL Plus with Full Text, Cochrane Library, and the Cochrane Database of Systematic Reviews, EMBASE, PsycINFO, Web of Science, Nursing Consult, and many others. The library website also includes hundreds of free Internet resources organized into subject guides that are searchable by keyword. Electronic resource guides such as [Nursing Tools](#) provide quick and easy access to important tools and evidence-based practice information as well as other library services. Interlibrary loan services fill requests for materials not available in the Duke Libraries or online, and books and journal articles can be requested from libraries across the state and the country. A desktop delivery service provides digital copies of materials directly to the requester's workstation.

Medical Center Librarians provide in-depth consultations to faculty, staff, and students. These consultations can include individualized training in resources, identification of the best resources to meet the user's need, development of effective search strategies, assistance with bibliographic software, and advice on other information management skills and resources. The Library staff also provides educational sessions customized to the needs of School of Nursing users.

Checking Out Books: You need a Duke ID card/badge or [DukeCard](#) with a valid bar code in order to check books out. Books in the Medical Center Library circulating collection may be borrowed for a four-week period and renewed twice, unless someone else has placed a hold on the item. Materials may be renewed online, by phone, or in person at the Library. Refer to the [Duke University Libraries website](#) for additional information about borrowing privileges and other services.

DUSON Student Services

Building Access

The Christine Siegler Pearson building is open from 6:30 am – 5:30 pm Monday-Friday. Students may use their ID badge to access the building after hours. An ID badge is required for access to the Elizabeth C. Clipp building at any time.

Student Identification Badges / Cards

Students enrolling for the first time are issued identification badges ([Duke Card](#)) that they should wear at all times. The card is a means of identification in clinical sites as well as for library privileges, athletic events, and other University functions or services open to graduate students. The first card is issued free; replacement cards cost \$10 each. The Medical Center DukeCard Office is located at 04230 Duke Clinics Building (adjacent to the Medical Center Bookstore). For more information, call the Medical Center Duke Card Office at (919) 684-2273 Monday-Friday between 7:30 am-5:00 pm or consult the [Duke Card website](#).

ID badges must not be transferred or loaned to non-Duke students. Lost or stolen badges should be reported immediately to the Office of Admissions and Student Services. A replacement fee of \$10.00 will be assessed if a badge is lost or stolen.

Parking

Students who are not Duke employees must use designated parking at the fee determined by the University. Students register for parking permits (and renew permits annually) online through the [Permits web page](#) of the Duke University Parking and Transportation Services web site. Additional information is available through the [Parking and Transportation Services web site](#) or by calling the Parking and Transportation Services Office at (919) 684-7275. Office hours are Monday–Friday 7:30 a.m.–3 p.m.

ePrint

Duke's ePrint print management system allows DUSON students to print directly from their own computers to print stations in the Pearson Building (currently located on the second floor) and elsewhere on campus. In order to use this system, students must download ePrint software (free from OIT) and install it on their computers. (For details, consult the [OIT ePrint webpage](#).) Students receive a printing allocation each semester which supports black-and-white laser printing through the ePrint [quota system](#).

Name and Address Changes

Name changes should be reported in writing to the DUSON Office of Admissions and Student Services. In addition, the student must fax or bring legal documentation for the name change to the [Office of the Duke University Registrar](#).

Address and phone number changes should be updated in the DukeHub website, so that all appropriate offices are notified. Questions about changes of name, address, and other biographical information can be directed to the Office of the University Registrar at (919) 684-2813.

After graduation, submit name and address changes to the School of Nursing and also to the Duke Alumni Association, 614 Chapel Drive, Box 90572, Durham, NC 27708 (or send email to dukemag@duke.edu). Address information in the School of Nursing is the source for all contact made by faculty, staff, and other University services (billing, grades, etc.).

Appendix A.1

Personal Integrity Policy

for Duke University School of Nursing Students

Purpose:

The objective of the Personal Integrity Policy is to promote an environment in the Duke University School of Nursing of intellectual honesty, professionalism, trust, and integrity. It is intended to guide the professional behavior of School of Nursing students, and applies to all endeavors and conduct pertaining to nursing education and the nursing role. All students of the Duke University School of Nursing are representatives of both the School and of the nursing profession, and are expected throughout their student careers to engage in appropriate interpersonal conduct, act ethically, take responsibility for their own actions, respect authority while taking appropriate instruction, comport themselves with civility, and be self-aware of their impact on all others in the DUSON community.

Policy:

By accepting admission into the Duke University School of Nursing, the student affirms the commitment to uphold the values of:

- the **Duke Community Standard**, and
- the **Duke University School of Nursing Personal Integrity Policy and Guidelines**

Matriculation in the Duke University School of Nursing constitutes de facto acceptance of the Duke Community Standard and this Personal Integrity Policy and Guidelines and of the policies and procedures involved in administering them.

I. The Duke Community Standard

All members of the Duke University community are expected to uphold the Duke Community Standard, which is stated below:

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Terms* used in the Duke Community Standard are defined as follows:

Lying

Lying is communicating untruths or misrepresentations in order to gain an unfair academic or employment advantage.

Cheating

Cheating is the act of wrongfully using or attempting to use unauthorized materials, information, study aids, or the ideas or work of another in order to gain an unfair advantage. It includes, but is not limited to:

- giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments, or examinations;
- using or consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments, or examinations;
- altering or falsifying any information on tests, quizzes, assignments, or examinations;
- using any material portion of a paper or project to fulfill the requirements of more than one course unless the student has received prior faculty permission to do so;
- working on any examination, test, quiz, or assignment outside of the time constraints imposed;
- submitting an altered examination or assignment to an instructor for regrading; *or*
- failing to adhere to an instructor's specific directions with respect to the terms of academic integrity or academic honesty.

Plagiarism[§]

Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas, or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. Students are responsible for learning proper scholarly procedures.

Stealing

Stealing is the act of intentionally taking or appropriating the property of another, including academic work, without consent or permission and with the intent to keep or use the property without the permission of the owner or the rightful possessor.

* Adapted from *The Duke Community Standard in Practice: A Guide for Undergraduates (Bulletin of Duke University 2008-2009)*, pp. 15-16.

[§] Students should be aware that any assignment they submit for a course at DUSON may be subject to review by plagiarism detection software.

III. Personal Integrity Policy for Duke University School of Nursing Students

In all educational, clinical, and professional situations, Duke University School of Nursing students are expected to conduct themselves in accordance with these principles:

- **Academic integrity,**
- **Professional integrity,** and
- **Respect for others**

as set forth in the *Duke University School of Nursing Personal Integrity Guidelines* (see Appendix A.2).

Every new student enrolling in the Duke University School of Nursing will be provided a Personal Integrity Policy Package that includes copies of:

- the Duke Community Standard and Definitions, and
- the Duke University School of Nursing Personal Integrity Policy and Guidelines.

All students will be expected to:

- Read and review all documents included in the Personal Integrity Policy Package

- Sign a pledge stating that they:
 - Have received and reviewed the Personal Integrity Policy Package, and
 - Agree to conduct themselves in accordance with the Duke Community Standard and the Personal Integrity Policy and Guidelines for Duke University School of Nursing Students throughout their careers as students at the Duke University School of Nursing.

Obligation to Report Violations of Academic Integrity

Students as well as faculty are expected to bring all cases of suspected academic dishonesty to the attention of the appropriate School of Nursing authority. Because students should not accept the actions of fellow students who lie, cheat, or steal, a student who has direct knowledge of a potential case of academic dishonesty is required to:

1. Provide a signed written statement of the observed behavior to the appropriate faculty member, faculty advisor, or Associate Dean for Academic Affairs as close to the event as possible, and
2. Provide the name or identity of the person(s) alleged to have committed the violation(s).

The observing student is encouraged first to confront the person(s) alleged to have committed the violation(s), for at least two reasons:

1. To correct any misassumption about the alleged act(s), and
2. To let the accused student(s) know that the situation is being reported, so that the accused student(s) might choose to self-report as well.

Appendix A.2

Duke University School of Nursing Personal Integrity Guidelines

As a citizen of the DUSON community, each student is responsible for abiding by the principles of **academic integrity**, **professional integrity**, and **respect for others** throughout his/her tenure in the School of Nursing.

The Duke University School of Nursing Personal Integrity Guidelines set forth specific standards of conduct that provide a framework for applying each principle in the context of nursing education and the nursing role. These Guidelines state the expectations of the School of Nursing with respect to some specific integrity issues that may arise in the course of nursing education.

All DUSON students are expected to conduct themselves in accordance with these guidelines.

However, because no set of guidelines can anticipate all potential challenges to personal integrity students are also expected to adhere to the principles of academic integrity, professional integrity, and respect for others in all endeavors pertaining to nursing education and the nursing role.

A. Academic Integrity

Every School of Nursing student is expected to demonstrate **academic integrity**, including (but not limited to) the standards listed below:

- Follow the specific directions of course instructors with respect to academic integrity and academic honesty.
- Understand and comply with correct procedures for citation and documentation of references and assignment of credit in all written submissions (papers, research reports, or clinical reports), always avoiding plagiarism.
- Submit only one's own work for course credit, and not the work of any other.
- Complete all academic work independently unless the faculty member or other responsible authority has expressly authorized collaboration with others, refraining from unauthorized collaboration on work that is claimed to be one's own.
- Ask instructors for clarification if there is any question concerning the degree of collaboration permissible on an assignment.
- Give full credit and acknowledgement to all collaborators on projects and reports in which collaboration is permitted.
- Do not use a significant portion of any paper or project to fulfill the requirements of more than one course, unless the student has received prior faculty permission to do so.
- Observe the time constraints imposed on tests, quizzes, examinations, and assignments, and take them when scheduled unless appropriately excused.
- Do not use or consult unauthorized materials, equipment, or devices when taking tests, quizzes, examinations, or other evaluative procedures.
- Refuse to give unauthorized aid to other students or to receive unauthorized aid from other students on tests, quizzes, examinations, or assignments. (Note: The term "assignment" is used for any work, required, or volunteered, submitted to a faculty member for review and/or academic credit.)
- Refuse to take examinations or to complete assignments for any other person.
- Respect the intellectual property and educational and research materials of others, recognizing that depriving them of such property (by improperly denying access, damaging, or destroying such property or materials) would result in unfair academic advantage.
- Respect the intellectual property of course instructors and all creators of course content by complying with principles of fair use and copyright law, and by avoiding unauthorized appropriation, reproduction, or dissemination of course materials in any medium (print, audio, visual, multi-media, online).
- Use only one's own access codes, passwords, login codes, keys, and facility access cards.

- Never attempt to access academic or administrative files, research documents, or patient medical records without authorization.
- Never alter, falsify, or fabricate academic, research, clinical, or patient documents.
- Be truthful in all applications for admission to academic programs, employment, and financial support for education or research.
- Honestly represent one's own academic, clinical, and work credentials under all circumstances.
- Refrain from all other behaviors that clearly compromise intellectual integrity and honesty.
- Promptly report any suspected violations of academic integrity to the appropriate School of Nursing authorities.

B. Professional Integrity

Every School of Nursing student is expected to demonstrate **professional integrity**, including (but not limited to) the standards listed below:

- Treat patients, research participants, and family members with respect and dignity at all times, both in their presence and in discussions about them with professional colleagues.
- Protect the confidentiality of all personal health information, whether it is transmitted electronically, on paper, or through verbal communication.
- Always identify oneself as a student in clinical situations and avoid misrepresentation of licensure and certification status.
- Limit all clinical activities to the proper scope of nursing student practice, consulting with instructors if there are any questions on this issue.
- Recognize the limitations of one's knowledge and skills in clinical situations, requesting supervision or advice as needed.
- Rigorously observe best practices in hygiene and safety in clinical practice.
- Practice behaviors in the clinical setting that optimize the quality of patient care.
- Recognize when one's ability to function effectively and safely in a clinical or research environment is or could be impaired (by exhaustion, illness, or any other factor), and notify a responsible person if assistance is needed.
- Do not compromise patient care or personal/professional interactions with members of the Duke community or other professional colleagues through the use of alcohol or illegal substances.
- Refrain from engaging in romantic, sexual, or other nonprofessional relationships with patients under any circumstances.

C. Respect for Others

Every School of Nursing student is expected to demonstrate **respect for others**, including (but not limited to) the standards listed below:

- Treat all persons with respect in accordance with Duke University policies of nondiscrimination and non-harassment.
- Demonstrate respect for patients with cultural backgrounds different from one's own.
- Respect the rights of patients and research participants and their families to be informed about and to participate in decision-making concerning their health care.
- Communicate truthfully with patients and colleagues in all clinical situations and carefully avoid misrepresentation.
- Respect the modesty and privacy of all patients and research participants.
- Maintain a neat and professional appearance consistent with clinical site requirements and School policy.
- Respect the value of the time of patients, research participants, families, and professional colleagues in clinical situations, avoiding late arrivals and early departures.
- Treat all colleagues and peers in health care endeavors with consideration, courtesy, and cooperation.
- Maintain civility and professional behavior at all times in classroom, laboratory, clinic, hospital, and all health care settings; avoiding disruptive and aggressive behavior.

Acknowledgements

The development of the *Personal Integrity Policy for Duke University School of Nursing Students* was based on a comprehensive review of integrity policies and honor codes of many U.S. nursing schools, and of the undergraduate, graduate, and professional schools of Duke University. Following this review, the integrity policy of the Duke University School of Medicine, which is in accord with the core values of both Duke University and Duke Medicine, was chosen as the model for the Personal Integrity Policy of the School of Nursing. The structure, content, and language of these Guidelines have been adapted from portions of the *Statement of the Honor Code of Professional Conduct* of the Duke University School of Medicine.

Appendix B

Duke University School of Nursing Student Complaint and Dispute Resolution Process For Academic Issues

From time to time disagreements may occur between a student and a faculty member. It is the practice of the Duke University School of Nursing that these occurrences be addressed at the lowest appropriate organizational level. The purpose of this document is to articulate the process by which student complaints related to Academic Affairs (i.e., admission, progression, and graduation) may be brought to resolution.

As an instructor's evaluation of the quality of a student's work is final, this procedure does not apply in any dispute about a grade assigned to a student by a faculty member, unless it is alleged that the determination of the grade resulted due to a failure to follow published policies or procedures. Issues of sexual or other types of harassment or discrimination fall under the auspices of the Duke University [Office for Institutional Equity](#).

This procedure does not apply to any matter inherent in the academic freedom of an instructor, for example, in regard to the syllabus or contents of a course of instruction. It is also not a procedure that may be used when there is a complaint about the quality of a course or the quality of instruction in a course. These issues are addressed through the course and instructor evaluation process.

Examples of actions which may be subject to student complaint include, but are not necessarily limited to, the following:

- Change of the grading scale from that set forth in the syllabus (that officially used by the school)
- Changing weights or percentage allocations of grades
- Moving assignment due dates or examinations to an earlier time without unanimous agreement by the class members.

There are two types of processes available to students in resolving a complaint or dispute: Informal and Formal. The formal process can be used only if resolution cannot be reached using the informal process.

Informal Resolution Process:

The student must initiate resolution of the issue with the faculty member (or other individual – for example, a preceptor) against whom the complaint is directed by requesting a meeting with that person. The request for a meeting should be made within 5 business days of the issue* about which the student has a complaint. In the meeting the student should be specific as to the complaint being made and the resolution being sought. If the student and faculty member agree to a solution, the faculty member will document the decision to the student in an email, and proceed with the resolution.

If the student and faculty member cannot come to a resolution via the informal resolution process, the student may request consideration of the matter by the Program Director or designee. If the issue is not resolved, the student may follow the Formal Resolution Process.

Formal Resolution Process:

1. The complaint must be made in writing to the Associate Dean for Academic Affairs (ADAA) or designee within five (5) business days of the informal resolution process meeting. *

* If the complaint is against the faculty member of a course in which a student is currently enrolled, the student may request that the hearing of the complaint be postponed until the semester has concluded.

The written request should be submitted on the designated form (below), and must include the following:

- a. A succinct statement of the reason for the complaint including specific information as to the grounds for the complaint

- b. Identification of who was involved
 - c. Resolution sought
 - d. Supporting documentation may be attached as appendices to the complaint
 - e. Signature of the student and date
2. Within ten (10) business days of receiving the complaint, the ADAA or designee will review the complaint and schedule a meeting to hear and discuss the complaint with the student and other party.
 3. The ADAA or designee will make a written summary to the parties involved as to the resolution of the issue and the time frames for actions to be taken and by whom.
 4. A copy of the signed acceptance will be retained in the student's file.

If a student believes that he or she has been retaliated against as a result of the dispute/complaint under this Procedure, a separate complaint charging retaliation can be pursued by means of this Procedure. Another resource available to assist students with dispute resolution is the Duke University Ombudsperson.

Duke University School of Nursing
Request for Formal Resolution of Student Complaint
Related to Academic Issues

1. Date of Occurrence:

2. Description of issue and steps taken for resolution: *(Include dates, times, and meeting participants)*

3. Individual(s) directly involved:

4. Resolution sought:

Student Name: _____

Student Signature: _____

Date: _____

This form must be submitted to the Associate Dean for Academic Affairs no later than five business days after the informal dispute resolution meeting.

Appendix C

Duke University School of Nursing Violation of Duke Community Standard or School of Nursing Personal Integrity Policy

A student upon accepting admission to the Duke University School of Nursing indicates his/her willingness to be governed by the rules and regulations of the School of Nursing and the University, as well as his/her willingness to accept disciplinary action if and when the rules and regulations of the school and/or university are breached. This includes those rules in effect at the time of admission, as well as those which may be put into effect during the student's enrollment at the school.

Chief among the rules and regulations to which the student agrees are the Duke University Community Standard and the Duke University School of Nursing's Personal Integrity Policy. All members of the DUSON community (faculty, students, and staff) have the responsibility for reporting suspected violations of either the Community Standard or the Personal Integrity Policy and Guidelines.

Reporting and Initial Disposition of a Suspected Violation

There are multiple situations in which violating a community standard or the personal integrity policy may be observed or suspected.

1. A faculty member suspects that a student has committed a violation.
2. A student believes he/she has witnessed another student violating policy.
3. A staff member, for example, serving as an exam proctor, observes a student violating policy.

In all these situations, if they have occurred within a course, the course faculty member is responsible for an initial discussion with the student(s) suspected of the violation. Depending on the faculty member's investigation, the faculty member will determine the consequences in consultation with the Program Director and/or appropriate Associate Dean (i.e., Academic Affairs, Research).

In situations that occur outside of a course, the report of a suspected violation should be submitted to the ADAA who will conduct an investigation and determine any consequences if warranted.

Sanctions

Sanctions levied in response to a student being found in violation of the Duke Community Standard or School of Nursing Personal Integrity Policy in the academic setting should be commensurate with the violation. The severity of the sanction is determined by the type of offense as well as the number of times a student has been found in violation of these policies. Sanctions may be levied in cases in which a student is complicit in an action or when a student chooses to remain silent and not report violations of academic integrity, as required by both the Duke Community Standard and the DUSON Personal Integrity Policy.

Beginning with the Fall 2015 semester, a uniform method of sanctioning violations of the Duke University School of Nursing Violation of Duke Community Standard of School of Nursing Personal Integrity Policy will be used, as set forth in the table below. This listing is not meant to be all inclusive. Sanctions for other offenses will be determined using a similar formula of seriousness and frequency of offense. Faculty members may also choose to consult with their respective program director or the Associate Dean for Academic Affairs.

Violations and Sanctions

Offense	Occurrence	Sanction
Plagiarism	1 st offense	Documentation of reprimand; score of "0" on assignment
	2 nd offense	Fail the course (may have other consequences due to other policies)
	3 rd offense	Dismissal from the program with no option to reapply
Cheating	1 st offense	Documentation of reprimand; score of "0" on assignment; maximum course grade is a "C"
	2 nd offense	Dismissal from the program with no option to reapply
Misrepresentation (i.e., falsification of credentials/records; buying a paper and submitting as one's own work, etc.)	1 st offense	Dismissal from the school with no option to reapply
Complicity with another student's violation or failure to report	1 st offense	Documentation of reprimand
	2 nd offense	One semester suspension
	3 rd offense	Dismissal from program with no option to reapply

Student Wishes to Dispute the Violation Penalty and Requests a Judicial Board Hearing

To dispute the adequacy of the investigation and/or the penalty for violating a community standard or the personal integrity policy, a student must provide in writing to the Chair, Faculty Governance Association (FGA), a statement that includes the following:

- What he/she is specifically disputing, the charge or the penalty
- His/her account of what occurred – or –
- Why the judgment/sanction is unwarranted.

Determination of Constituting a Judicial Board

Within ten (10) business days of receipt of the student's request for hearing, the Chair of the Faculty Governance Association, in consultation with the FGA Executive Committee, will determine if a hearing is warranted. If convening a judicial board is not determined to be warranted, the Chair will notify the student, in writing, that no further action will be taken. If convening a judicial board is determined to be warranted, the Chair will notify the student, in writing, that a Judicial Board hearing will occur and provide the student with the procedure for the hearing.

Convening of Judicial Board

The student and faculty member will be notified of the date, time, and location that a Judicial Board will be convened in response to the student's request.

Members of the judicial board will be selected from the committee appointed for this purpose and will include three (3) faculty members; two (2) students, as recommended by the Student Government Association will also serve on the Board. Faculty and student representatives will be drawn from the programs other than that in which the student is enrolled. The Board will elect one of its faculty members as Chairperson. An administrative staff member will be appointed to take confidential minutes of the hearings and the Board's actions, and these minutes will be retained in the office of the Executive Vice Dean (EVD).

The student accused of the violation will be given the opportunity to challenge the participation of any Judicial Board member provided that he/she can provide ample reason to substantiate the removal of the individual.

Conduct of Hearing:

Unless the student specifically requests an open hearing, the judicial board will meet in private with only the student, the faculty member, and witnesses for each side. The student may be accompanied by one member of the school community (student, faculty member, administrator, or another employee) as an advisor. The advisor may not have legal training and may not be a participant in the proceedings.

The judicial board hearing will begin by the chairperson reading (or stating) the reason for the hearing.

The board will hear statements from the student, faculty, and any witnesses. The student and faculty will be given the opportunity to question the witnesses. Members of the Judicial Board may ask questions of any and all parties. When all the witnesses have been heard, the judicial board will meet in private to deliberate and to uphold, amend, or overturn the disciplinary action.

Pending the decision of the judicial board, the student's status shall not be changed. The student may attend classes except when the individual's behavior constitutes an immediate threat to others or the property or orderly functioning of the University. In cases in which patient safety is an issue, the student will be withdrawn from the clinical setting until the appeal is resolved.

Notification of Decision:

Within ten (10) business days of the hearing, the chair of the judicial board will prepare and deliver a report to the student, the course faculty member (where applicable), and the appropriate Associate Dean or designee as to its decision. The report must be approved by the majority of the judicial board. The Associate Dean or designee, in turn, will notify the Executive Vice Dean and the Dean of the School of Nursing.

The decision of the judicial board is final, except when

- New information/evidence is discovered subsequent to the hearing.
- There has been a perceived violation of Judicial Board procedure.

Actions of the judicial board do not supersede or preclude, where appropriate, actions by civil law enforcement and judicial system.

Note: In the event of a perceived violation of the Judicial Board procedures, the Executive Vice Dean, in concert with the FGA chair will determine if there are grounds for a Judicial Board hearing. If so, the FGA chair will convene a new Judicial Board comprised of individuals who did not serve on the Judicial Board for which there was a perceived procedural violation.

Record of Hearing and Decision:

A confidential record of the judicial board hearing, decision, and penalties shall be retained by the Executive Vice Dean. The purpose of this record is two-fold:

1. To provide a record of the students who have a previous history of violations of the Duke Community Standard and/or DUSON Personal Integrity Policy;
2. To help assure equity across decisions and sanctions of various judicial boards.

Appendix D

Graduate School Judicial Code and Procedures

In the spring of 1971, the Graduate School community ratified and adopted an official judicial code and procedures. These procedures were subsequently amended in November 1998.

A student, by accepting admission to the Graduate School of Duke University as well as the School of Nursing indicates the willingness to subscribe to and be governed by the rules and regulations of the University and the School of Nursing as currently in effect or, from time to time, are put into effect by the appropriate authorities of the University as well as the School of Nursing, and indicates their willingness to accept disciplinary action, if behavior is deemed to be in violation of those rules or in some way unacceptable or detrimental to the University of the School of Nursing. However, a student's position of responsibility to the authorities and the regulations of the University and the School of Nursing in no way alters or modifies responsibilities in relation to civil authorities and laws.

A graduate student at Duke University stands in a primary and unique relation of responsibility to the faculty in the major department, the faculty upon whose recommendation a graduate degree will or will not be awarded to the student. In matters which involve or may affect the student's intellectual or professional life, the student is directly responsible to this department and its representatives, and such matters should primarily be handled by the department. (See Appendix B, pp. 61-63).

Actions which appear to conflict with University-wide rules and regulations will fall under the jurisdiction of the University Judicial Board.

A student may elect to have the Dean of the Graduate School hear matters related to the student's conduct in addition to or instead of faculty members from the student's major department, or may elect to have such matters reviewed and judged by a judicial board instead of the Dean of the Graduate School or members of the faculty in the major department. (The constitution and procedure of the judicial board are detailed below.)

The Director of Graduate Studies in the student's major department [PhD Program Director in the School of Nursing] may request that a student's actions be reviewed by the Judicial Board or by the Dean of the Graduate School.

The Graduate School Judicial Board

Composition

The Graduate School Judicial Board shall have five members, serving for a period of two years: two students selected from the student body, two members of the Graduate Faculty appointed by the Executive Committee of the Graduate School, and one Associate or Assistant Dean appointed by the Dean of the Graduate School. The Board shall elect one of its members as Chairman. The Board shall have at its service a recording secretary to keep minutes of the hearings and of the Board's actions in a permanent, confidential record book. The Board will be constituted in order to hear cases in which the accused is a student currently enrolled in the Graduate School and in cases in which the accused is a former student but which arise out of activities of the accused while a student enrolled in the Graduate School, and which have been referred to it by the Director of Graduate Studies in the student's department, by the Dean of the Graduate School, or by the student.

Preliminary Procedures

If a student requests a hearing by the Judicial Board it must be done in writing, allowing its Chairman at least seventy-two hours to convene the Board. In addition, the Chairman shall not convene the Board until seventy-two hours after being asked to convene the Board. It is the responsibility of the Chairman of the Judicial Board fully to

inform its members concerning the case and the reasons the case has been referred to the Board; and to prepare a written summary of this information for the Board, the Dean, and the student.

Procedural Safeguards for the Hearing

The Accused has the right to challenge any member of the Judicial Board on grounds of prejudice. If the Board decides to excuse one or more of its members for reasons given by the Accused, it shall consult with the Dean about the need for replacements. The Accused may choose an Adviser to assist in the defense. The Accused may also produce witnesses (including no more than two character witnesses), introduce documents, and offer testimony. A person having direct knowledge relevant to a case being heard by the Board is a material witness. The Judicial Board may request the appearance of material witnesses. The Board shall also request, upon written request of the Complainant or the Accused, the appearance of material witnesses. Witnesses shall be notified of the time, place, and purpose of their appearance. The Accused has the right to examine the written statement of any witness relevant to the case at least seventy-two hours before the hearing. The Accused has the right to be faced with any witness who has given a statement relevant to the case at the hearing if the witness's attendance can be secured.

The hearing will be conducted in private unless the Accused requests an open hearing. If any objection is raised to conducting an open hearing in any particular case, the Judicial Board shall decide the issue by majority vote. If the decision is made not to hold an open hearing, the Accused shall be informed in writing of the reasons for the decision.

The Judicial Board shall consider only the report of the Chairman, documents submitted into evidence, and the testimony of witnesses at the hearing in reaching its decisions.

Conduct of the Hearing

The hearing of any case shall begin with a reading of the charge by the Chairman in the presence of the Accused. The Accused shall then plead guilty or not guilty or move to terminate or postpone the hearing. The Accused may qualify a plea, admitting guilt in part and denying it in part. The Accused may not be questioned for more than one hour without recess.

At any time during the hearing, the Accused or the Judicial Board may move to terminate or to postpone the hearing or to qualify the plea or to modify its charge.

Pending verdict on charges (including appeal) against the Accused, status as a student shall not be changed, nor the right to be on campus or to attend classes suspended, except that the Chancellor or Provost may impose an interim suspension upon any member of the University community who demonstrates, by conduct, that continued presence on the campus constitutes an immediate threat to the physical well-being or property of members of the University community or the property or orderly functioning of the University.

Sanctions and the Verdict

The Graduate School Judicial Board shall have the power to impose the following penalties: expulsion, dismissal from the University with the recommendation that the person never be readmitted; suspension, dismissal from the University and from participation in all University activities for a specified period of time, after which the student may apply for readmission; disciplinary probation, placing the student on a probationary status for a specified period of time, during which conviction for violation of any regulation may result in more serious disciplinary action; restitution, payment for all, or a portion of property damage caused during the commission of an offense. Restitution may be imposed by itself or in addition to any of the other penalties. In the case of a student who is not currently at Duke or who has already graduated, such sanctions could include revocation of the degree. The Judgment shall consist of a finding of guilty or not guilty of the charge and, when the Accused is found guilty, a statement of the punishment assessed. On all questions, including the verdict and the finding of guilty or not guilty, the Board shall be governed by a majority vote. The Judicial Board may decide to rehear a case in which significant new evidence can be introduced. In addition, the defendant may request an appeal.

Appeals

The appellant may submit to the Dean a written statement containing the grounds for appeal and arguments. In such cases, the Dean should determine if the appeal should be granted, and the Dean can hear the case, or refer it to the appropriate faculty in the student's department or to the Judicial Board.

Amendment and Construction

This judicial code and procedure and this constitution and procedure for the Graduate School Judicial Board may be amended at any time with due notice or publication by consent of the Dean, the Executive Committee, and the graduate students. Questions and problems not answered or anticipated by the foregoing may be resolved by the use of other existing institutions or by amendment.