



Master of Science in Nursing (MSN) Program Student Handbook 2023-2024

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About this handbook:

This handbook is designed to be a ready resource for you during the course of your Master of Science in Nursing, post-graduate certificate, specialty certificate and/or professional certificate studies at the Duke University School of Nursing. Other degree programs within the School of Nursing have separate handbooks. For information about those other degree programs, please consult either the [Bulletin of the Duke University School of Nursing](#) or the [DUSON website](#). Changes will be made to the electronic version of the handbook as they occur. Consult the electronic copy for the most current information.

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DEAN'S WELCOME

Welcome to Duke University School of Nursing (DUSON), a top nursing school in the nation. We are proud of the work our community is doing to transform health care, and we are so honored and delighted that you are joining us!

Here at DUSON, our mission is to advance health equity and social justice by preparing nurse leaders and innovators with a commitment to improving health outcomes through transformative excellence in education, clinical practice, and nursing science.

Nurses—the country's largest, expertly-skilled, and most trusted segment of frontline health care providers—are uniquely poised to challenge and shift paradigms. Throughout your matriculation, you will learn, if you are not already aware, of how DUSON is leading the way in transforming models of health care, and driving meaningful and impactful change in our health care and public health systems.

As a DUSON student, you will have the opportunity to work with and learn from faculty who are preparing the next generation of nurses to bring clinical, scientific, and relational expertise to health care, and are preparing community health and policy leaders committed to the reduction of health inequities.

Our [School's leaders and I](#) are committed to your success and well-being, so as you embark on this new journey, we encourage you to take the time to familiarize yourself with our Student Handbook. In this handbook, you will find information on our philosophy, academic policies and procedures, clinical requirements, course information, and the many resources we provide to assist you in being a successful student.

We are here for you, and we want to ensure that you have everything you need to be a top nursing leader. If you have a problem or have ideas, please contact your faculty advisor, program faculty and staff, the [Office of Student Services](#), or the [Student Success Center](#).

In becoming a Duke University School of Nursing student, you now join a large, collaborative community including more than 8,000 [alumni](#). Keep up with all that our community is doing in [news](#) and [events](#) and through our [Facebook](#), [Twitter](#), [Instagram](#), [LinkedIn](#), and [YouTube](#).

Now is the time for change! *Now* is the time to revolutionize nursing. I'm looking forward to you joining us as we boldly claim the mantle to advance new thinking and new actions to end health and social inequities. On behalf of the DUSON administration, faculty and staff, welcome to Duke!

With warmest regards,

Vincent Guilamo-Ramos
Dean, Duke University School of Nursing

ASSISTANT DEAN'S WELCOME

Greetings!!! Let me be the first to say, "Welcome to DUSON!!" We are very excited to begin this journey with you into the next phase of your career in nursing. Throughout your journey, we look forward to fostering your scholarship, creative innovation, and clinical expertise. Our renowned faculty and clinical partners are eager to collaborate with you, promoting your growth and evolution towards becoming a leader within the nursing profession. As a transformational nurse leader, I encourage you to stay engaged with DUSON and the Duke University community while proudly sharing your talents with interprofessional healthcare teams in local, regional, and national settings. Your preparation as a leader is instrumental to the future of healthcare: delivering expert clinical services and advancing innovations that improve health outcomes of patients and families. We are excited to collaborate with you and proudly welcome you to Duke!!

Benjamin Smallheer, PhD, RN, ACNP-BC, FNP-BC, CCRN, CNE, FAANP
Associate Clinical Professor and Assistant Dean, Master of Science in Nursing Program

ACADEMIC CALENDAR

For the 2023-2024 Academic Year, the School of Nursing has four Academic Calendars: one for the [ABSN Program](#); one for [Graduate Programs](#) (MSN and DNP, excluding Nurse Anesthesia students); one for [Nurse Anesthesia DNP](#) students and one for [PhD students](#). Consult the appropriate Academic Calendar for information regarding the academic year (i.e., semester beginning and ending dates, registration windows, holidays, etc.) The Graduate School Academic Calendar is available [here](#).

Offices

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Academic Programs

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DUKE UNIVERSITY SCHOOL OF NURSING

Mission

We, at the Duke University School of Nursing, advance health equity and social justice by preparing nurse leaders and innovators with a commitment to improving health outcomes through transformative excellence in education, clinical practice, and nursing science.

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 also 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.

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.

Academic Integrity and Professionalism Policy 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 Academic Integrity and Professionalism Policy. See the appendices to this handbook for the full text of the Academic Integrity and Professionalism Policy as well as the processes for dispute resolution for academic issues and for disputes related to *Related to the Duke Community Standard or the School of Nursing Academic Integrity and Professionalism Policy.*

Civility and Professional Conduct

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

The Duke University School of Nursing 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 uphold the following community norms:

- 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.
- We are all responsible for creating a civil and inclusive learning environment.

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 Assistant Dean are resources available to you.

Another resource to assist with dispute resolution is the Ombudsperson services available through the Office of Institutional Equity. The full dispute resolution process is in the appendix of this handbook.

ACADEMIC PROGRAMS

Master of Science in Nursing (MSN)

The Duke University School of Nursing offers a flexible program leading to the Master of Science in Nursing degree. Master's students at Duke pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of study. The curriculum for MSN majors has been developed for students to be fully enrolled each semester..

Duke University School of Nursing was one of the first schools of nursing to offer online programs

awarding the MSN degree. All MSN core courses are offered online every semester, and all of the majors in the MSN program are designed to accommodate distance-based learners. Students in the MSN Program may select clinical or systems majors.

Clinical advanced practice Nurse Practitioner majors:

- Adult-Gerontology Nurse Practitioner–Acute Care
- Adult-Gerontology Nurse Practitioner–Primary Care
- Family Nurse Practitioner
- Acute Care Pediatric Nurse Practitioner
- Primary Care Pediatric Nurse Practitioner
- Neonatal Nurse Practitioner
- Women’s Health Nurse Practitioner
- Psychiatric/Mental Health Nurse Practitioners

Specialties available to NP majors include Cardiology, Endocrinology, HIV/AIDS, Oncology, Orthopedics, Palliative Care, Pediatric Behavioral and Mental Health and Veterans Health Care (Not all specialties are available in all NP majors).

Systems advanced practice majors:

- Health Informatics
- Nursing and Healthcare Leadership
- Nursing Education

End-of-Program Outcomes for Students

Upon completion of the program, the MSN graduate is able to:

1. Contribute to the science of nursing in one’s specialty area of practice by analyzing underlying disparities in knowledge or evidence; formulating research questions; and systematically evaluating the impact on quality and disseminating evidence-based solutions to nursing problems.
2. Implement one’s advanced nursing role in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.
3. Synthesize specialty knowledge and skills unique to one’s area of advanced nursing practice to deliver safe, high-quality care to diverse populations in the context of facilitating human flourishing.
4. Implement one’s advanced nursing role through effective interprofessional collaboration, relationship centered caring, cultural competency, proficiency in a range of communication techniques and individual, population-focused and system-wide thinking so that safe, high-quality care is achieved.
5. Model excellence as a nursing leader who effects needed change in one’s specialty area of practice and helps shape a preferred future for nursing and healthcare.
6. Integrate knowledge of socio-cultural-political contexts and determinants of health to improve the health of diverse populations within one’s specialty area of practice.
7. Use information management skills to synthesize knowledge from nursing and related disciplines in the ethical practice of one’s advanced practice nursing role.

Certificate Options

There are three types of certificates offered by the Duke University School of Nursing: Post Graduate Certificates, Specialty Certificates and Professional Certificates.

- The Post Graduate Certificate in a clinical major prepares students to sit for certification examinations as nurse practitioners. Post-Graduate Certificates are also available for non-clinical majors.
- Specialty certificates in eight clinical areas prepare students with increased knowledge and skills in a clinical specialty area
- Professional certificates prepare students with additional knowledge and skills in either Health Informatics or Nursing Education.

Consult the School of Nursing Bulletin for descriptions and requirements for each of the certificate options.

Post-Graduate Certificate

The Post-Graduate Certificate (PGC) in Nursing option provides opportunities for students who already have a graduate degree to gain specialized knowledge in a variety of majors and specialties offered by the School of Nursing. This option is open to registered nurses who possess a graduate degree from an ACEN- or CCNE-accredited school of nursing.

The number of credit hours required to complete the certificate program varies by major and specialty; the student must successfully complete the required courses in the chosen field. Completion of the Post-Graduate Certificate will be documented on the student's academic transcript.

Post-Graduate Certificate Requirements for Clinical NP Students

Post-graduate certificate students are expected to master the same outcome criteria as students in the MSN program. While some of the didactic courses may be waived via the formal Gap analysis process for post-graduate certificate admission, all PGC students must successfully complete the didactic and clinical requirements of their specific nurse practitioner major program. An evaluation of previously completed graduate coursework ("gap analysis") for each post-graduate certificate candidate will be completed prior to enrollment ; students who are not already Nurse Practitioners will be required to complete all certification requirements and a minimum of 500 supervised, direct patient care clinical hours.

ACADEMIC POLICIES AND PROCEDURES

Overview

The students, faculty, administration, 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 as contained in but not limited to the 2023-2024 Bulletin of the Duke University School of Nursing and this handbook. Additional information can be obtained by consulting the MSN Program Office or the [School of Nursing website](#).

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.

Student Progression with Course of Study

Academic Advisement

Every student is assigned an academic advisor at the time of matriculation. The advisor will guide the student's academic activities and course of study, in accordance with the student's clinical, professional, and research interest. The student, in collaboration with the student's academic advisor, will develop a matriculation plan that charts progression from matriculation to graduation. Some courses must be taken in a specific sequence, so it is critical to recognize pre-requisites in developing the matriculation plan. When changes to the matriculation plan become necessary (i.e., course failure, leave of absence, etc.) it is crucial that the student communicate with the advisor.

The School of Nursing reserves the right to change a student's advisor as needed. Students may request a change of advisor by contacting the appropriate program office and completing the formal request form available in the MSN Student Commons Sakai site.

For additional information about advisement in any School of Nursing degree program, consult your advisor or the appropriate academic program office.

Academic Warning and Academic Probation

Students whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and are encouraged to meet with their academic advisor. Students whose cumulative GPA falls below 2.7 will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement.

Definition of Full-Time Enrollment Status

Full-time status is defined as follows:

- Full credit load for fall and spring semesters: 6 credit hours/semester
- Full credit load for summer semester: 4 credit hours
- Full credit load for international students: 6 credit hours for fall/spring semesters and 4 credit hours for summer semester; no more than 3 credit hours per semester may be taken in online format
- Nondegree student credit load: 7 credit hours maximum for most graduate courses; up to 9 credit hours for nondegree students pursuing specialty certificates.

Attendance

Students are expected to attend and participate in all online and face-to-face classes, on campus intensives, and clinical rotations unless excused by the course faculty prior to being absent.

Religious Observance and Holidays

The Duke University School of Nursing has established procedures for students to notify their instructors of an absence in order to observe a religious holiday. These procedures reflect the School's commitment to our increasing diversity and to enabling students' spiritual development. Students desiring to miss classroom or clinical sessions to observe a religious holiday are expected to make prior arrangements with their instructor(s) to make up any work missed. As a courtesy and in order to allow ample planning time for making up work, students should notify each of their instructors at the beginning of the semester of any religious holiday(s) that will necessitate their absence from classes that semester.

Procedure

The religious observance notification procedure is based on the operating principle that students will act in accordance with the Duke Community Standard. This procedure can be used only to notify an instructor of an absence necessitated by observance of a religious holiday.

No later than four weeks prior to the date of the holiday, students are expected to notify their instructor(s) that they will miss classroom or clinical sessions in order to observe a religious holiday by completing and submitting to the instructor the [Notification of Absence Due to Observance of a Religious Holiday](#) form.

Because religious holidays are scheduled in advance, instructors have the right to insist that course work to be missed should be completed prior to an anticipated absence in accordance with the course attendance policy. The student's signature on the form affirms compliance with the Duke Community Standard.

Given the time limitations inherent in completing end-of-semester assignments or making up a missed final exam, this procedure cannot be used during the final exam period. Students are expected to take final examinations at the scheduled times and to complete end-of-semester work by the deadlines set by the instructor.

Course Format Definitions

The School of Nursing offers courses in three delivery formats: campus courses, hybrid courses, and online courses. Course formats are defined as follows:

- **Campus Courses.** Campus courses meet as regularly scheduled class sessions throughout the semester.
- **Hybrid Courses.** Hybrid courses combine online learning with on-campus face-to-face sessions. This does not mean synchronous courses for which some students are on campus and others join remotely.
- **Online Courses.** Online courses consist of instructor-designed, student driven, interactive modules of instruction delivered via a learning platform that is virtually available on the Internet. Online courses may have a synchronous component (planned activities at specific times when students and/or faculty interact – for example, in an online chat or through a teleconference -- or may be fully asynchronous.

Grades

Most courses in the School of Nursing counting towards the MSN degree must be taken for a grade. Grades will be assigned as follows:

Grade	Letter	Final Course Percentage	GPA Calculation
A		93 – 100	4.0
A –		90 – 92	3.7
B +		87 – 89	3.3
B		83 – 86	3.0
B –		80 – 82	2.7
C +		77 – 79	2.3
C		73 – 76	2.0
C –		70 – 72	1.7
	F	69 and below	0.0

Certain courses have a designation of “credit.” These courses include, but are not limited to, directed scholarship, independent study, MSN clinical and synthesis courses, and the DNP Project. These courses are graded “Cr” or “NCr.” The designation “Cr” indicates that the student has successfully completed all the requirements for those credits registered. The designation “NCr” indicates that the student has failed the course and “NCr” is the equivalent of an F grade.

Incomplete Course Work (“I” Grade)

In case of illness or other situations where coursework cannot be completed on schedule, it is the student’s responsibility to negotiate with the instructor for an “I”, (incomplete grade) and adjustment of the deadline for completion of work. All coursework must be submitted on or before the adjusted due date. At most, students have one calendar year from the date the course ended to remove the “I”, and if it is not removed in one calendar year, the grade will be converted to an “F”. Students may not graduate with any incomplete on their transcript.

Adding, Dropping, or Withdrawing from a Course

Using DukeHub (Duke’s online student registration system), students are able to drop a course or add a course during the designated Drop/Add period at the beginning of each semester. Detailed instructions for using [DukeHub are available online.](#)

The decision to withdraw from a course after the scheduled Drop/Add period requires the student to meet with his or her faculty advisor and the faculty of the respective course(s). If the faculty advisor and faculty of the respective course(s) agree to the withdrawal, the student completes the Course Withdrawal Form and

- obtains the signature of the faculty advisor,
- obtains the signature of the faculty member teaching the course.

The faculty member teaching the course then forwards the signed form to the appropriate Assistant Dean for approval. The withdrawal will be indicated on the student’s transcript as a Withdrew (W). If the withdrawal is denied, the student must complete the course and will receive the final earned grade on his/her official academic transcript.

When a withdrawal is approved, the student should be aware that the Duke University School of Nursing cannot guarantee registration in the course the next time it is offered. Consequently, the student may be delayed in completing the respective program for which he/she is matriculated. The student may be required to take a leave of absence from the respective program since required courses are not taught

each semester. Students who find it necessary to interrupt their program of study should formally request in writing a leave of absence following the procedures outlined in the Student Handbook and utilizing the form available online through the Office of Admissions and Student Services. A maximum of one calendar year's leave may be granted. Please refer to the section below on Leaves of Absence for further details.

Refunds of tuition are subject to the parameters set forth in the [Tuition Withdrawal Adjustment Policy](#) of the University. The [Course Withdrawal Form](#) may be obtained via the School of Nursing website, or in the Office of Student Services.

Transfer of Credits

A maximum of six units (6) of graduate credit may be transferred for graduate courses completed after the earned master's degree at other accredited institutions (or in other graduate programs at Duke). Such units are transferable only if the student has received a grade of at least B (3.0 on a 4.0 scale or its equivalent) and after the student has earned a minimum of six (6) units of graduate credit at Duke University School of Nursing. The student's advisor must approve all requests for transfer credit.

A student wishing to transfer course work must make a written request to his/her academic advisor and must provide a transcript and a syllabus or other description of the course he/she wishes to have considered for transfer credit.

The [Request for Transfer of Graduate Credits](#) form is available electronically or from the Office of Admissions and Student Services.

Interinstitutional Agreements

Under a plan of cooperation between Duke University and the University of North Carolina at Chapel Hill, University of North Carolina at Greensboro, University of North Carolina at Charlotte, North Carolina Central University in Durham, and North Carolina State University in Raleigh, students properly enrolled in a graduate or professional school of Duke University during the regular academic year, and paying full fees to this institution, may be admitted to a maximum of two courses at one of the other institutions in the cooperative plan. Credit so earned is not considered transfer credit.

All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke tuition coverage. [Additional information regarding interinstitutional study](#) may be found on the Duke University Registrar's website.

Transfer to another MSN or Certificate Nursing Major

Application for change of major may be initiated by submitting a [Student Change/Add of Major](#) form (which is available online or from the Office of Admissions and Student Services) to the MSN Program Office. Policy pertaining to change of major must be followed.

Time for Completion of a Degree

The Master's degree student should complete all requirements for the degree within five calendar years from the date of initial matriculation. No full-time residence is required; however, all students enrolled in the MSN program who have not been granted a leave of absence by the Assistant Dean must register for fall, spring, and summer semesters until all degree requirements are completed.

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.

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 the Assistant Dean 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 LOA are automatically withdrawn from the school. For MSN, the Leave of Absence is counted toward the total time allowed to complete the program (5 years).

Student Parental Leave

Childbearing 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 faculty advisor and/or the Director of the MSN Program 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 notify, in writing, his or her faculty advisor and the Director of the MSN Program at least ninety days prior to the beginning of the semester in which he or 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 Assistant Dean 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 School of Nursing

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

Student Request for Voluntary Withdrawal from the School of Nursing

If a student for any reason wishes to withdraw from the school, written notification must be made to the Office of Admissions and Student Services before the expected date of withdrawal and no later than the last day of classes for that semester. [Forms for students requesting withdrawal from the School](#) are available online through the School of Nursing website or from the Office of Student Services.

Information regarding refunds of tuition and fees may be found in the section on Tuition and Fees in the School of Nursing Bulletin. Students who have been granted a withdrawal from the school 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 School of Nursing can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. Prior to any dismissal, 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 contained in an appendix to this document.

Administrative Withdrawal for Reasons of Conduct

School of Nursing students who exhibit harmful, potentially harmful, or disruptive behavior due to apparent medical or psychological distress and who do not voluntarily request a leave of absence, may be subject to involuntary administrative withdrawal from the School of Nursing if their behavior renders them unable to effectively function in the University community. Such behavior includes, but is not limited to, that which:

1. poses a significant threat of danger and/or harm to members of the University community; and/or
2. interferes with the lawful activities or basic rights of other students, University employees, or visitors; and/or
3. poses a threat or suspicion of threat to patient safety.

The School of Nursing will also address all reports of impaired or possibly impaired performance of students in order to assure the safety of patients, coworkers, and other students. In the presence of reasonable suspicion, students may be required to undergo drug testing or other professional evaluations. Health difficulties impairing performance can result from physical and/or mental/behavioral problems, including but not limited to issues such as illegal drug use, misuse of legal drugs, or alcohol abuse. Investigations, assessments and evaluations shall be confidential under the Family Educational Rights and Privacy Act (also known as FERPA or the Buckley Amendment) except as limited by regulation, ethical obligation, and/or threat to patient safety.

Additional behaviors warranting potential involuntary administrative withdrawal include, but are not limited to unethical behaviors, personal misconduct, or professional misconduct such as violating the Duke Community Standard, the School of Nursing's Personal Integrity Policy, professional standards of care, the Code of Ethics for Nurses, and regulations governing nursing practice through the individual state/ district Nurse Practice Acts.

Administrative Withdrawal for Academic Performance

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). Satisfactory academic standing is defined as both a semester GPA of 3.0 or higher, and a cumulative GPA of 3.0 or higher. All F grades are counted in the computations of the grade point average unless the student repeats the course and earns a passing grade. Courses that are Credit (CR)/No-credit (NCr) are not included in the GPA computation.

Students whose cumulative GPA falls below 2.5 will be administratively withdrawn from the School of Nursing.

Students who receive an F in any graduate course required for their major must retake and pass that course. If the course is a prerequisite for another course, it must be retaken and passed before the student enrolls in the subsequent course. A student who receives a second F in any graduate course will be administratively withdrawn (dismissed) from the School of Nursing, effective at the end of the semester in which the second F was received.

Post Graduate Certificates: In fulfillment of their course of study, PGC students may enroll in a credit/non-credit course, resulting in a 0.0 semester and cumulative GPA. This is an exception to the conditions for administrative Withdrawal for Academic Performance.

Precepted Experiences and Activities

Assignment of Precepted Experiences (Clinical or Systems)

Clinical learning experiences afford students the opportunity to further use the theory and skills they have learned in their didactic course work. The Clinical Placement Office (CPO) functions as liaison between the School of Nursing and the many clinical agencies with which it collaborates to provide appropriate placement sites.

Students are assigned to clinical placements based on the faculty's selection of sites specific to the learning objectives of the course, site characteristics, and availability. All students who participate in clinical education must be prepared to be flexible with scheduling requirements for placement rotations to potentially include evening, nights, and weekends. This is particularly important for Master of Science in Nursing (MSN) and Post Graduate Certificate (PGC) students who are placed in individually precepted clinical or systems sites.

Although faculty and staff will make every effort to identify sites for precepted rotations as close to the student's place of residence as possible, statutory regulations, requirements of health care provider sites, competition for sites, etc., may limit the location and selection of sites. MSN and PGC students may be required to attend a site in a state other than their resident state and/or to travel a significant distance within their resident state or another, depending on the availability of suitable sites. In most cases, the travel will be less than 120 miles or two hours. However, some students may be required to travel farther. MSN and PGC students should also be aware that in very rare instances, in order to finish the clinical requirements of a degree and graduate, they may need to relocate to North Carolina to finish their clinical or systems course rotations.

Students are expected to be responsive to the CPO coordinators and to actively participate in the process of securing clinical or system sites. This means, at a minimum, that students will complete and submit all electronic information requested from the CPO by the designated due dates. It also means, to the extent possible, that students will assist the CPO team by providing them with potential locations for site placements. Failure to be responsive may result in a delay of clinical sites.

Whenever students change residence, or are contemplating a change in residence, they are responsible for notifying the DUSON Clinical Placements Office in writing of changes to their residence. The notification must occur as soon as possible in order to allow the CPO team time to search for a new site. Depending upon the timing of the move and/or the location of the student's new residence, the School of Nursing may not be able to guarantee that a clinical placement in any one location or state can be secured. Students are also responsible for changing their contact information (name, address, telephone numbers, etc.) in DukeHub.

Relocation to a state in which the School of Nursing is not authorized to operate may make it impossible to secure clinical placements within the new state. Although every effort will be made to work with students relocating to these areas, it may either delay or make it impossible to find a site in proximity to the new place of residence. Information regarding the states in which the DUSON is authorized to operate is available on the School of Nursing website.

Expectations for Precepted Learning Experiences (Clinical or Systems)

Attire

Students in all precepted experiences (clinical and systems) are expected to present a professional appearance that reflects the standards of the Duke University School of Nursing.

Clinical attire will promote identification of Duke nursing students in a manner that instills confidence and trust in patients, families, physicians, nurse colleagues, and other health care team members.

- Student identification badges are to be worn at all times positioned above the waist with name and photo clearly visible. If the student is employed at a clinical agency, only the student identification badge should be worn while engaged in a clinical learning experience.
- Students in accordance with the clinical site's standards will present a clean, professional appearance and will adhere to safety, infection control, and standards of the assigned work area.

Attendance at Precepted Experiences

Students are responsible for informing preceptors of any unavoidable absence or arrival delay from the agreed-upon precepted learning experience schedule. Either clinical or systems placements may be subject to cancellation due to one or more "no shows" or repeated tardiness.

Severe Weather

In the event of severe weather conditions, severe weather updates for Duke University (including the School of Medicine and School of Nursing) will be available by phone at (919) 684-INFO (4636) or on the web at <http://www.duke.edu>.

Students in a precepted learning experience outside of the Duke University Health System should check with course faculty, preceptor, and/or placement site to determine contingency plans for severe weather and methods of update notification.

Clearance Requirements for Clinical Experiences

Prior to the time of initial enrollment in the Duke University School of Nursing, students seeking the MSN degree or Post-Master's/Post-Graduate certificate will be required to undergo a criminal background check to be cleared for participation in various clinical site experiences.

The safety and preparation of nursing students and protection of clients is core to all clinical and laboratory experiences. Students cannot participate in clinical experiences without having completed clearance requirements. It is the students' responsibility to ensure they are current with all core clinical requirements and to provide proper documentation.

First year students should have completed these at the time of matriculation to the program, or during orientation. Renewal of requirements is the responsibility of the student. No student will be admitted to a clinical site if the requirements are not met. A list of site-specific requirements is provided to students

by Clinical Placement Services prior to the beginning of the clinical placement. Attendance at the clinical site by the student is not permitted until all requirements are met.

Procedures for Introducing the Student into the Clinical Site

Student clinical learning assignments are based on course objectives, faculty/student assessment of individual interests/needs, preceptor availability, resources, and availability of sites with established affiliation agreements. PLEASE NOTE: Clinical placements can only be confirmed when there is an agreement between the facility and Duke University School of Nursing.

The following procedure outlines steps to optimize availability of clinical experiences:

- Students are not expected to arrange their own clinical sites, facilities, entities, or preceptors. They may offer possibilities for placement site. Students may be requested to identify sites accessible to them. This information must be submitted to the Clinical Placement Office by the deadline set by the CPO using the weblink that will be provided to all students in clinical courses.
- The student is responsible for registering for the clinical course and submitting the required electronic forms to the Clinical Placement Office by the dates requested..
- The course coordinator (faculty) is responsible for working with the Clinical Placement Office team members to determine appropriateness of sites and preceptors for the students' learning needs
- The course coordinator and faculty are responsible for orienting the preceptor to the student's program of study, the course requirements, and the specific duties of the preceptor role.

Completion of Clinical Coursework within the Academic Semester

If a student is unable to complete the clinical requirements by the last official day of the semester, there are two options:

- If the clinical hours needed are minimal, an extension of the contract to the last day of the semester can be considered as an option other than an F/NCr. The course coordinator, clinical site personnel and preceptor must agree. The course coordinator requests the specific clinical contract extension to the MSN Assistant Dean for approval. .
The approved request is sent to Clinical Placement Office Services for immediate attention in extending the contract. Once that is completed, the student is permitted to extend the time in the site. Should the student not complete the hours within the extension, the course coordinator may consider giving the student an Incomplete or an F/NCr for the course.
- If the clinical hours needed are more extensive or the site/preceptor is not able to accommodate an extension, the student will be given an Incomplete and the hours will be carried to the next semester. The student must register for Course Continuation.

Interruption of Clinical Course Sequence

Advanced Practice Nursing students who have begun their clinical courses and who take a leave of absence for one or more semesters or do not progress to the subsequent clinical course will be required to meet with their advisors. A written plan will be developed and agreed upon by the course coordinator and the advisor. The plan may include needed clinical, laboratory, didactic, or written work which is necessary to refresh the student's clinical skills when they return to the clinical course sequence. It is recognized that refresher plans will consider the amount of clinical work which has preceded the leave, and the specific requirements of the student's program.

Appeal of Clinical Site Placement

All requests by students for change in clinical site placement are called appeals. If students have carefully and thoughtfully consulted with faculty regarding their placements, most students should not need to appeal the placement. Deciding to continue with an appeal may result in the delay in clinical start date, loss of current site, and/or an incomplete for the semester. Reassignment is not guaranteed.

Criteria for Clinical Site Placement Appeals

- Significant change in life events (divorce, family illness, personal catastrophe)
- Unsuitable learning environment that is not in the best interest of the student or the school due to conditions that were unknown at the time of placement. This can include (but is not limited to): an unsafe workplace, loss of preceptor or preceptor license, loss of agency license, or environmental hazards.
- Clinical site does not meet course objectives.

To initiate an appeal, the student should visit the Clinical Placements tab in the MSN Student Commons Sakai site and use the provided appeal link. The CPO Director or team member will contact the student's course faculty member and the Assistant Dean with notice of the student's request. The Assistant Dean will render a decision on the appeal. Notification of decision will be communicated in writing to the student, course faculty, and CPO.

If an appeal is approved, CPO will continue their search to find a more suitable placement. In the event another site cannot be found, student will complete the original assignment, if still available.

In most cases, if an appeal is denied, the student will continue with the original assignment, if still available.

Degree Completion and Graduation

Intent to Graduate

All students eligible to graduate will be notified by email that they must file an online application to graduate through DukeHub. The notification email includes instructions on how to access DukeHub and complete the application form electronically.

Students expecting to graduate must complete and submit electronically via DukeHub the Intent to Graduate form within the time window appropriate for their graduation date.

- January 1 – January 31 for May graduation.
- June 15 – July 15 for September graduation.
- October 1 – October 31 for December graduation.

Technical Standards for Degree Completion

To successfully complete the MSN and Post-Master's/Post-Graduate Certificate programs, students must possess all of the abilities listed below:

Clinical MSN/PGC Students

1. Effectively speak, write, hear, and read English.
2. Effectively use technology.
3. Elicit information from patients via observation, palpation, auscultation, and percussions, as

- well as carry out diagnostic maneuvers.
4. Execute movements reasonably required to provide general medical and emergency treatment to patients. These skills require the coordination of gross and fine motor movements, equilibrium, and sensation.
 5. Administer CPR.
 6. Administer medications by all routes.
 7. Ability to take vital signs, including temperature, pulse, respiration, and blood pressure.
 8. Manipulate equipment and instruments (e.g., needles, stethoscope, laryngoscope, ophthalmoscope, intravenous and intra-arterial equipment, scalpel) to perform basic laboratory tests and procedures as required to attain curricular goals.

Systems MSN/PGC Students

1. Effectively speak, write, hear, and read English.
2. Effectively use technology.

Graduate Recognition and Commencement

School of Nursing Hooding and 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. Doctor of Nursing Practice graduates will receive their academic hoods at the May or December ceremony. All faculty are also expected to attend and participate in the School of Nursing Hooding and Recognition Ceremonies.

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

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](#).

The Duke University Commencement Exercises represent the only opportunity for degree candidates to march in an official University graduation ceremony. Particularly among students who are studying for professional or graduate degrees, the actual completion date of the required curriculum does not always correspond with the completion of the spring semester. The following criteria apply to graduating students:

- Graduates may participate in only one University graduation ceremony.
- Students who complete all program requirements by the conclusion of the spring semester (May graduates) are eligible to participate in the University Commencement Exercises.
- Students who have not completed all program requirements by the conclusion of the spring semester may participate in the University Commencement Exercises only if they complete all program requirements by the conclusion of the summer semester. The names of these September graduates will be printed in the program of the Duke University School of Nursing May Hooding and Recognition Ceremony but will not be included in the program of the main Duke University Commencement Exercises. (The names of September graduates will be

printed in the program of the Duke University Commencement Exercises for the following May.)

- Students whose degree requirements will be completed following the summer semester will not be eligible to participate in the University Commencement Exercises until the following year.

Diplomas

Students who complete degree requirements at the end of the spring term receive degrees dated May (diplomas mailed in mid-May). Students who complete degree requirements at the end of the summer term receive degrees dated September (diplomas mailed in mid- to late September), and those who complete degree requirements at the end of the fall term receive degrees dated December (diplomas mailed in mid- to late January). Diplomas are mailed to all graduates.

NON-ACADEMIC POLICIES AND PROCEDURES

Duke University – Tobacco Free Campus Policy

Duke University is a tobacco free campus. Use of all tobacco products, including smokeless products and e-cigarettes, is prohibited on all property and grounds owned and leased by Duke University.

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 University and Health System or other training site policies and procedures, diversion of controlled substances, 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 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.

Information about reasonable accommodation is available at the [Duke Disability Management System](#) website, which serves as a central source for disability-related information, procedures, resources, and services.

[Duke University Office for 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. The office provides 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.

Duke University does not tolerate discrimination or harassment of any kind. Duke University has designated the Vice President for Institutional Equity as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies generally. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708, (919) 684-8222, oie-help@duke.edu. Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has a designated director of Title IX compliance and Age Discrimination Act coordinator. This individual is also with the Office for Institutional Equity and can be contacted at (919) 660-5766.

Questions or comments about discrimination, harassment, domestic violence, dating violence, and stalking can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the discrimination grievance procedure and the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at <https://oie.duke.edu/>. Questions or comments about sex-based and sexual harassment and misconduct, domestic violence, dating violence, and stalking committed by a student may also be directed to the Associate Dean of Students in the Office of Student Conduct, at (919) 684-7336. Additional information, including the complete text of the policy and complaint procedure for such misconduct, are available on the Student Affairs website.

[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 matriculated students of 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 faculty, staff and students. In using social media, members of the DUSON community have an obligation to conduct themselves in accordance with all clinical institutional social media policies, Duke University Community Standards and the DUSON Academic Integrity and Professionalism Policy.

Social Media Defined:

Social media refers to any online networks, which connect and engage people, and where user generated content is publicly shared. Examples of social media include technology tools, online sharing sites and networks (e.g., Facebook, Twitter, LinkedIn, Pinterest), photo and video sharing sites (e.g. Instagram, Facebook Watch, Snapchat, TikTok, YouTube, blogs, listservs), audio platforms (e.g. Clubhouse, Anchor, Spotify), message boards or discussion forums (e.g. Reddit, Quora, Allnurses.com), closed/private community platforms (e.g. Slack, Facebook Groups, Microsoft Teams) and similar online sharing sites that feature user-generated content, which may arise in the future.

While new technologies create new opportunities for communication and collaboration, they also create vulnerabilities for individuals and institutions, especially those involved in the health care environment. The purpose of this policy is to promote the safety and privacy of faculty, staff, 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 faculty, staff and 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 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.
- Faculty, staff or 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.

- Faculty, staff and 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 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. Personal phone conversations, or use of social media is not allowed at any time while 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, dismissal from the program based on the type and seriousness of the violation.

Employees are subject to these consequences including termination.

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.

Creating Social Media Pages and Sites:

The purpose of a DUSON-branded social media presence enhances and strengthens the Duke Brand Identity, and individuals, groups or departments and centers should not create Duke-branded social media sites. Under certain circumstances, the School will permit the creation of social media sites associated under the DUSON brand.

Permission to create these sites must be granted by the Assistant Dean for Strategic Communications or a designee.

If permission for a DUSON-branded site is granted, members of the School's Communications Department must be included among the site's administrators. All Duke University, Duke Health and Duke University School of Nursing brand, communication and social media standards must be maintained.

DUSON Student Flu Policy

Purpose:

Duke Health - which includes Duke University Health System (DUHS) and the Schools of Nursing and Medicine—is committed to reducing the prevalence of the influenza virus within our community. Students enrolled in all programs at the Duke University School of Nursing must abide by the [Healthcare Worker Flu Vaccination Policy and Procedure](#). Per the policy, healthcare workers include health profession learners and associated faculty/instructors. Receiving an annual flu vaccine is mandatory and is a condition of enrollment for all Duke University School of Nursing (DUSON) students.

Students' failure to comply with requirements of the School of Nursing may result in administrative withdrawal from the School of Nursing. Annual influenza vaccination or documentation and approval of medical or religious exemption is required by all students.

Policy:

All currently enrolled DUSON students (on campus, online/distance based) are required to comply with the [Healthcare Worker Flu Vaccination Policy and Procedure](#) and must provide documentation of the vaccine by the established DUSON deadline. Students who begin their program in the spring semester must submit initial documentation in accordance with the established pre-enrollment compliance deadline.

Procedure:

The Vice Dean for Academic Affairs will notify all currently enrolled DUSON students (on campus, online/distance based) via their Duke email account in September directing them to comply with the mandatory flu vaccination requirement.

Duke Student Health offers free flu vaccines to currently enrolled students who pay the Duke Student Health Fee. New and current students can also get a flu vaccine from their healthcare provider, or any immunization provider. For those who obtain the vaccine from a health care provider outside of the Duke network and some Duke-affiliated practices, please send documentation to SON_StudentCompliance@dm.duke.edu or fax to 919-681-0715. Students should also upload documentation of the flu vaccine to the online compliance portal specific to their program. Students enrolled in the Accelerated BSN and Nurse Anesthesia Programs should submit documentation via the [CastleBranch](#) system. All other students should submit documentation online via the [Qualified First](#) system.

Exemption to influenza vaccination may be granted for documented medical contraindications as established by the CDC or documented religious beliefs. Note that egg allergy will no longer be approved for medical exemption, due to the availability of egg-free vaccine. Exemptions must be applied no later than the established deadline for the current flu season. Medical and Religious exemptions must be applied for annually.

Students who have a medical or religious reason to request an exemption may do so by completing the [religious exemption](#) or [medical exemption](#) request form and submitting it to Student Services for the Assistant Dean of each program to review. The School of Nursing has final approval of all exemptions. Students required to attend a clinical maybe required to submit additional documentation to that clinical site and exemption approval may be up to that site. Medical or religious exemptions may preclude students from completing their clinical experiences at certain sites.

Please send this request to SON_StudentCompliance@dm.duke.edu or fax to 919-681-0715. All requests for exemptions will be reviewed and all decisions will be communicated directly to the requestor.

RESOURCES (DUKE UNIVERSITY)

(see also the [Duke University Student Affairs website](#))

Duke Student Health Services

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 provides 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.

Blue Devils Care

Building upon remote offerings from CAPS and Student Health, Blue Devils Care provides mental telehealth support to all students at no cost. Round the clock services are designed to assist students with issues that can be safely addressed remotely. Other offerings include scheduled counseling appointments and digital self-care designed to support and promote students well-being.

[DukeReach](#) helps individuals to identify support services from among the variety of resources across campus for on campus students or in one's local community for distance-based students. It is also a place to report non-crisis concerns about a student's health or behavior. Contact DukeReach at 919-681-2455

or by emailing dukereach@duke.edu.

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) 970-2108.

In an emergency situation, any student who feels that she or he is in danger should dial 911 or Duke Police at (919)-684-2444.

Duke University Student Affairs

The Duke University [Division of Student Affairs](#) includes a number of departments which support and enrich the educational experience of students at Duke University:

The [Center for Sexual and Gender Diversity](#) provides education, advocacy, support, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer, and allied students, staff, and faculty at Duke. The Center for Sexual and Gender Diversity also serves and supports Duke alumni/ae and the greater LGBTQ community.

The [Center for Multicultural Affairs](#) empowers students and their organizations to create a vibrant and inclusive multicultural student community. CMA promotes community engagement, multicultural education, and leadership development through its programs and services.

The [International House](#) (IHouse) mission is to provide educational services and advocacy to the international population at Duke as well as outreach to the Durham community. The International House offers extensive cross-cultural programming and information to enhance the global mission of the university.

[Jewish Life at Duke](#) is comprised of the Freeman Center for Jewish Life and the Rubenstein-Silvers Hillel. The Freeman Center provides a home for Jewish life on campus while the Rubenstein-Silvers Hillel provides exciting and innovative programming throughout the Duke community. The combination works to foster and enrich Jewish life through social, educational, religious, and cultural activities.

[Muslim Life at Duke](#) is committed to enriching the lives of Muslim students and the whole campus through events and activities that cater to the spiritual, social, and intellectual needs of Duke students.

The [Mary Lou Williams Center for Black Culture](#) strives to promote racial understanding, build community, and foster an appreciation for and increase knowledge of black people, black history, black culture, and the vast contributions of people of the African Diaspora.

The Duke University [Women's Center](#) works to improve the status of women in higher education at Duke. By educating the university community about gender-related issues, addressing matters of particular concern to women, and promoting a campus climate that is safe, healthy, and respectful of all people, the Women's Center enhances all students' academic experiences. In collaboration with student groups and faculty and staff colleagues, the Women's Center offers information, advocacy, technical assistance, referrals, and programming on a variety of gender-related issues, including safety, health, personal and professional development, sexuality, discrimination, harassment, and sexual assault support services.

[Graduates 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.

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 out books. 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 GENERAL INFORMATION

(Students should consult the School of Nursing website for the most up to date information regarding services, resources, and policies. Below are a few of the noteworthy items for students to keep in mind throughout the academic year).

[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 Duke Card 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 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](#)

To make name and other biographical information changes, follow the instructions from the [Office of the Duke University Registrar](#). It is the student’s responsibility to assure that home and mailing addresses as well as phone numbers are updated as changes occur. This can be done in DukeHub. After graduation, submit name and address changes to the Graduate School and also to the Duke Alumni Association.

[Technology Support](#)

Computer and other technology support is provided for the School of Nursing by SON-IT. A full description of the services available and how to access them is provided on the [SON-IT webpage](#).

DUSON RESOURCES TO SUPPORT STUDENTS

The School of Nursing has a wide array of [resources to support students](#) in the academic careers. These services are presented in great detail on the DUSON website. Students should familiarize themselves with the website information and consult it often for updates and changes. These include but are not limited to:

- [Student Success Center](#)
- [Stress First Aid](#)
- [Student Technology Resources](#)

DUSON STUDENT ORGANIZATIONS

(see also: <https://nursing.duke.edu/student-resources/student-life/student-organizations>)

Sigma -- Duke Beta Epsilon Chapter

The [Sigma](#) 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. DUSON students meeting Sigma Theta Tau membership criteria are eligible for induction into the Duke Beta Epsilon Chapter. Eligible students receive invitations to join the chapter. A formal induction ceremony is held twice a year.

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 Association for Men in Nursing –Duke Chapter

The Duke Chapter of the American Association 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

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 (NSWB) 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 Spectrum is to assist the Duke University School of Nursing in enhancing the quality of life for people of all cultures, economic levels and geographic locations. 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 organization for

nursing students at all levels. We intend to meet regularly for Bible study, fellowship, and prayer, as well as hold monthly events, such as service-oriented activities in the community, on-campus guest speakers, social gatherings, church events, etc. Our general aim is to create a Christian community of nurses, develop ongoing friendships, and to share ideas about how our Christian values impact our role as developing nurses.

[Active Minds: Nurses for Mental Health Awareness](#)

Active Minds is an organization leading change within the world at large, and now within the medical world, by pushing forward a movement that reaches more than 400 schools serving more than 5.1 million students in 50 states and 17 countries with suicide prevention training and mental health education.

[Nature vs. Nurses](#)

The mission of Nature vs. Nurses is to promote self-care and environmental awareness within the DUSON community by participating in organized outdoor activities, fostering a sense of connection to the surrounding community.

[Women's Health Organization](#)

A specialty-nursing club for professional nursing students committed to advancing their knowledge of women's health, believing that preventative and educational care is essential to lifelong health and that all women deserve excellent care.

[Neonatal and Pediatric Students](#)

The Neonatal and Pediatric Students are a group of ABSN students interested in pursuing and learning about the nursing field of pediatrics. We provide educational sessions, community outreach, and cross-cohort support to students wanting to precept and/or work as a nurse in pediatrics.

[Duke Nurses for Sexual and Reproductive Health](#)

The purpose of DNSRH is to further the mission of the national organization, Nurses for Sexual and Reproductive Health (NSRH), on the Duke University campus and to provide Duke University School of Nursing (DUSON) students with the education, tools, and resources necessary to become social-change agents within the healthcare system as it relates to sexual and reproductive justice.

Appendix A

Duke University School of Nursing

Student Complaint and Dispute Resolution Process

For Academic Issues

Purpose

The purpose of this document is to describe the process by which student concerns related to academic issues may be brought to resolution. This procedure does not apply to a dispute about a grade earned unless it is alleged that the determination of the grade resulted due to a failure to follow published policies or procedures. Additionally, if the complaint is regarding the quality of a course or instruction in a course, it should be addressed through the course and instructor evaluation process. Issues of harassment or discrimination, or if a student believes that they have been retaliated against as a result of utilizing this process, fall under the auspices of the Duke University [Office for Institutional Equity](#). The [Duke Student Ombudsperson](#) is also available to help students confidently advocate for themselves as an informal and impartial resource.

Resolution Process¹

The student and faculty are encouraged to collaborate to reach a solution. In the event it cannot be resolved, the student may initiate the process outlined below.

1. A written request for a meeting with the faculty member must be made within three (3) business days of the occurrence of the issue. The meeting request should be specific as to the issue and the resolution being sought. Upon receiving the request, the faculty member or faculty designee will schedule the meeting with the student within five (5) business days. The faculty member will document the decision, agreed upon action plan, outcome, or resolution to the student in an email within three (3) business days. After review of the documentation, the student can request consideration of the matter by the appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director).
2. A written request for a meeting with the appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director) must be made within three (3) business days. Upon receiving the request, the AD/CRNA Program Director will schedule a meeting with the student and faculty member within five (5) business days. Students may also request to include an academic advisor be present at the meeting. The agreed upon action plan, outcome, or resolution will be documented to the student in an email within three (3) business days. After review of the documentation, the student can request consideration of the matter by the Vice Dean for Academic Affairs (VDAA).
3. A written request for a meeting with the VDAA must be made using the Request for Formal Resolution of Student Complaint Related to Academic Issues form (located in this policy) within three (3) business days. Upon receiving the request, the VDAA will schedule a meeting with the student, the faculty member, and appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director) within five (5) business days. Students may also request to include an academic advisor be present at the meeting. After meeting, the VDAA will

¹Audio/video recording of meetings at any point in the process is prohibited.

make a written summary as to the resolution of the issue within three (3) business days. This summary will be signed by the VDAA and the student and be shared with all involved parties including the Dean. This document will be retained in the student's file (created or maintained per programmatic recommendations) and DUSON's formal complaint file for accreditation purposes.

4. The student can appeal the VDAA's decision to the Dean. The appeal must be in writing and received by the Dean within three (3) business days of the VDAA's decision being sent to the student. The Dean may review the VDAA's decision only in cases where (i) there is new information not reasonably available at the meeting that could have materially affected the outcome; or (ii) a perceived breach of the resolution process that materially affected the outcome. The student's appeal request must identify the ground(s) for appeal. Appeals are based solely on the written record (including any written submission or response provided by the student), unless determined otherwise by the Dean. When an appeal is received, the VDAA will provide the Dean with the full record. After consideration of the appeal, the Dean will issue a written decision and provide copies of the decision to the student, the VDAA, and other appropriate parties. The decision of the Dean is final.
5. Once the procedural process is deemed final, the documented action plan, outcome, or resolution is implemented through the appropriate offices at DUSON. All decisions are shared with relevant individuals as appropriate and remain in effect through the designated time period.

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

1. Date of Occurrence:

2. Individual(s) directly involved:

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

4. Resolution sought:

(Additional supporting documentation may be attached as appendices to the complaint)

Student Name: _____

Student Signature: _____

Date: _____

**This form must be submitted to the Vice Dean of Academic Affairs within 3 business days after the documented decision from the appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director)

Appendix B

Academic Integrity and Professionalism Policy For Duke University School of Nursing Community

Purpose

The overall objective of the Academic Integrity and Professionalism Policy (AIPP) is to promote an environment of intellectual honesty, professionalism, trust, and integrity in the Duke University School of Nursing (DUSON). Furthermore, this policy is intended to guide the academic and professional behavior of DUSON students as it applies to all endeavors and conduct pertaining to nursing education, research, and practice. All DUSON students are representatives of both the School and of the nursing profession and are expected throughout their education to engage in appropriate interpersonal conduct, act ethically, take responsibility for their actions, and be mindful of their impact on others in the community. DUSON supports the ethical and professional development of students to enable them to grow in their ability to act with academic and professional integrity. It is a core academic requirement that each DUSON student affirms their commitment to adhere to the Duke University Community Standard, DUSON Mission and Values, and the AIPP.

Issues of harassment or discrimination fall under the auspices of the Duke University [Office for Institutional Equity](#). This policy does not replace any reporting requirements or actions related to other licensing, regulatory, or legal issues.

*The Duke Community Standard**

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

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.

* Adapted from [The Duke Community Standard in Practice: A Guide for Undergraduates](#)

Policy

Academic Integrity and Professionalism Policy (AIPP) for Duke University School of Nursing Community

Integrity at DUSON comprises six fundamental values: honesty, trust, fairness, respect, responsibility, and courage. More details regarding these values can be found on the [International Center for Academic Integrity \(ICAI\) website](#). All members of the DUSON community are required to adhere to these **six fundamental values** and to demonstrate behavior consistent with these values including, but not limited to, the examples provided below.

A. Honesty

The following are examples of meeting the value of honesty:

- Using correct procedures for citation and documentation of references.
- Submitting only one's own work for course credit.
- Completing all graded academic work independently unless the faculty member or other responsible party has expressly authorized collaboration with others.
- Avoiding using a significant portion of any paper or project to fulfill the requirements of more than one course, unless receiving prior faculty permission to do so.
- Honestly representing one's own academic, clinical, and work credentials.
- Accurately documenting academic, research, clinical, or patient information.
- Consulting only authorized materials, equipment, or devices when taking tests, quizzes, examinations, or other evaluative procedures.
- Being truthful in applications for admission to academic programs, when seeking employment, and financial support for education or research.

B. Trust

The following are examples of meeting the value of trust:

- Using only one's own access codes, passwords, login codes, keys, and facility access cards.
- Refraining from engaging in romantic, sexual, or other nonprofessional relationships with patients and/or patient's family/care supporters.
- Practicing behaviors in the clinical setting that optimize the quality of patient care.
- Always identifying oneself as a student in clinical situations and avoiding misrepresentation of licensure and certification status.
- Protecting the confidentiality of all personal health information, whether it is transmitted electronically (including email, text messages, photos, audio, video, or any other electronic format), on paper, or through verbal communication.
- Refraining from accessing academic or administrative files, research documents, or patient medical records without authorization.

C. Fairness

The following are examples of meeting the value of fairness:

- Giving full credit and acknowledgement to all collaborators on projects and reports.
- Observing the time constraints imposed on tests, quizzes, examinations, and assignments², and take them when scheduled unless appropriately excused.
- Contributing equitably to group assignments¹.

D. Respect

The following are examples of meeting the value of respect:

- Treating all persons with respect in accordance with Duke University policies and requirements.

² The term "assignment" is any work, required or volunteered, submitted to a faculty member, clinical instructor, preceptor, or other responsible party for review and/or academic credit.

- Demonstrating respect for the cultural backgrounds of all people.
- Treating all members of the DUSON community, patients, research participants, and family members with respect and dignity at all times, both in their presence and in discussions about them with fellow students and professional colleagues.
- Respecting the rights of patients and research participants and their families to be informed about and to participate in decision-making concerning their health care or participation in research.
- Communicating truthfully with patients, research participants, families, and professional colleagues in all clinical situations to avoid misrepresentation.
- Respecting the modesty and privacy of all patients and research participants.
- Maintaining a professional appearance consistent with clinical site and/or school requirements.
- Respecting the time of members of the DUSON community, patients, research participants, families, and professional colleagues by avoiding late arrivals and early departures.
- Maintaining civility and professional behavior at all times in the classroom, laboratory, clinic, hospital, and all others settings where health care is delivered.
- Respecting the intellectual property and educational and research materials of others 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, and online).

E. Responsibility

The following are examples of meeting the value of responsibility:

- Following the specific directions of course faculty, clinical instructors, or other responsible parties with respect to academic integrity and academic honesty.
- Asking course/clinical instructors for clarification if there is any question concerning the degree of collaboration permissible on an assignment¹.
- Rigorously observing best practices in hygiene and safety in clinical practice.
- Recognizing 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 notifying a responsible person that assistance is needed.
- Avoiding engagement in patient care or professional interactions while impaired by any substance. (See DUSON policy entitled "Alcohol/Drug Policy" in the Student Handbook.)
- Recognizing the limitations of one's knowledge and skills in clinical situations, requesting supervision or advice as needed.
- Limiting all clinical activities to the proper scope of nursing student practice, consulting with course/clinical instructors if there are any questions on this issue.
- Acting in accordance with DUSON's Social Media Policy (located in the student handbook).

F. Courage

The following are examples of meeting the value of courage:

- Refusing to take examinations or to complete assignments¹ for any other student.
- Refusing to give unauthorized aid to other students or to receive unauthorized

aid from other students on tests, quizzes, examinations, or assignments¹.

- Promptly reporting any suspected violations of academic integrity to the appropriate DUSON community member (as specified in Appendix C).
- Refraining from all other behaviors that clearly compromise intellectual integrity and honesty.

Appendix C
Duke University School of Nursing
Process for Dispute Resolution Related to the Duke Community Standard or
School of Nursing Academic Integrity and Professionalism Policy

Purpose

All DUSON students must uphold the values of the Duke University Community Standard and DUSON's Academic Integrity and Professionalism Policy (AIPP). The process outlined below is to be utilized if a member of the DUSON community believes that there is a conflict between the above-mentioned standard and/or policy and demonstrated student behaviors.

*Resolution Process*³

1. **Reporting and Initial Determination:** When any member of the DUSON community suspects or observes a student failing to adhere to the standard or policy, that person should report the issue to the faculty of record (if the issue occurs in a course). If the issue occurs outside of a course, it will be reported to the appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director). The faculty of record will then notify the appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director) and may consult the Vice Dean of Academic Affairs (VDAA) as appropriate.
2. The faculty member or appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director) will then initiate a meeting with the student(s) involved. After the meeting, all parties may provide any additional information or documentation related to resolution of the issue. Based on a review of all of the information collected, the faculty of record or appropriate program administrator (Academic Program Assistant Dean (AD) or CRNA Program Director) will determine whether a violation of the policies has occurred and the appropriate response in consultation with the VDAA or Vice Dean of Research (VDR) (when the violation is related to academic research). If the VDAA is the faculty of record, the Vice Dean of Research or designee will serve as the consultant.
3. **Response to a Confirmed Violation:** The response to a student in violation of the Duke Community Standard or DUSON AIPP should be commensurate with the violation. Responses will be determined in each individual case based on a consideration of all the information gathered. Education and/or mentoring should be considered as options for responding to the confirmed violation.

*Request for Board Review*⁴

1. If a student wishes to dispute the outcome of the above-mentioned process, they may request an Integrity Review Board be convened. This written request is submitted to the Chair of the Faculty Governance Association (FGA) within three business days of the student receiving a final written determination under the Resolution Process outlined above. The statement should include the details regarding the dispute, names of involved parties, the student's account of what occurred, why they believe this warrants further review, and any other individuals they would like included who can provide information regarding the dispute. At the student's request, an advisor may also be included. The advisor may be a student, faculty member, administrator, or other employee from

³Audio/video recording of meetings at any point in the process is prohibited.

⁴Audio/video recording of meetings at any point in the process is prohibited.

DUSON. The advisor's role at the meeting is limited to quietly conferring with the student; they have no active speaking role. The FGA Chairperson will attempt to schedule the meeting within five (5) business days, either in person or video-/tele-conference, from receiving the request.

2. The Integrity Review Board will consist of: the FGA Chairperson, one member of the FGA Executive Committee (FGA-EC) (elected from the FGA-EC and not involved with the related issue), one representative from DUSON's FGA Diversity, Equity and Inclusion Committee (FGA-DEI) (elected from the FGA-DEI and not involved with the related issue), and two students (as recommended by the Student Government) for a total of five members. In accordance with FGA operating procedures, the FGA Chair Elect will serve if the FGA Chairperson has a conflict of interest with the proceedings being considered. All faculty and student representatives will be drawn from the programs, to the extent feasible, other than that in which the student is enrolled. The student will be notified of the proposed Review Board membership when they receive the confirmed meeting date and time from the FGA Chairperson. If the student believes that a member of the Review Board has a conflict of interest, they must notify the Chairperson no later than three business days after receiving notice of the members of the Integrity Review Board. The Integrity Review Board will elect one of its faculty members as Chairperson. The vote to elect the chair will be majority rule. An administrative staff member will be appointed to take confidential minutes of the Integrity Review Board meeting and outcome. These minutes will be retained as per the University Record Retention Policy in the office of the VDAA.
3. The Integrity Review Board Chairperson will establish the procedures for the meeting and provide notice to the student of such procedures at least three (3) business days in advance of the meeting. Generally, the meeting will consist of: opening statements by the student and, as appropriate, other parties; an opportunity for members of the review board to ask questions of the student who asked for the review; hear perspectives of other parties deemed relevant by the Integrity Review Board; and closing remarks from the student or other parties. After the meeting, the Review Board will privately deliberate and vote by majority to uphold, amend, or overturn the decision that is the subject of the review.
4. Within five business days of the meeting, the Integrity Review Board Chairperson will deliver a written response to the student, faculty member (where applicable), the appropriate Vice Dean, and the Dean of the School of Nursing as to its decision. Until the decision of the Review Board is made, the student's status at DUSON shall not be changed and the student may attend classes. However, the VDAA may institute interim restrictions when the individual's behavior constitutes an immediate threat to the health, safety, or welfare of others or the property or orderly functioning of the University community or any member of it. Those interim restrictions may include, but are not limited to, withdrawal of privileges, removal from or relocation within the community, removal from classes, etc. In cases where patient safety is an issue, the student will be withdrawn from the clinical setting until the appeal is resolved.
5. If any of the deadlines in these procedures require modification, the FGA Chairperson and/or Integrity Review Board Chairperson will provide written notice of the change.
6. A confidential record of the integrity review board meeting, decision, and outcome shall be retained by the VDAA. The purpose of this record is to provide a record of the students who have a previous history of violations of the Duke Community Standard and/or DUSON AIPP and to help ensure equity across Integrity Review Board decisions.

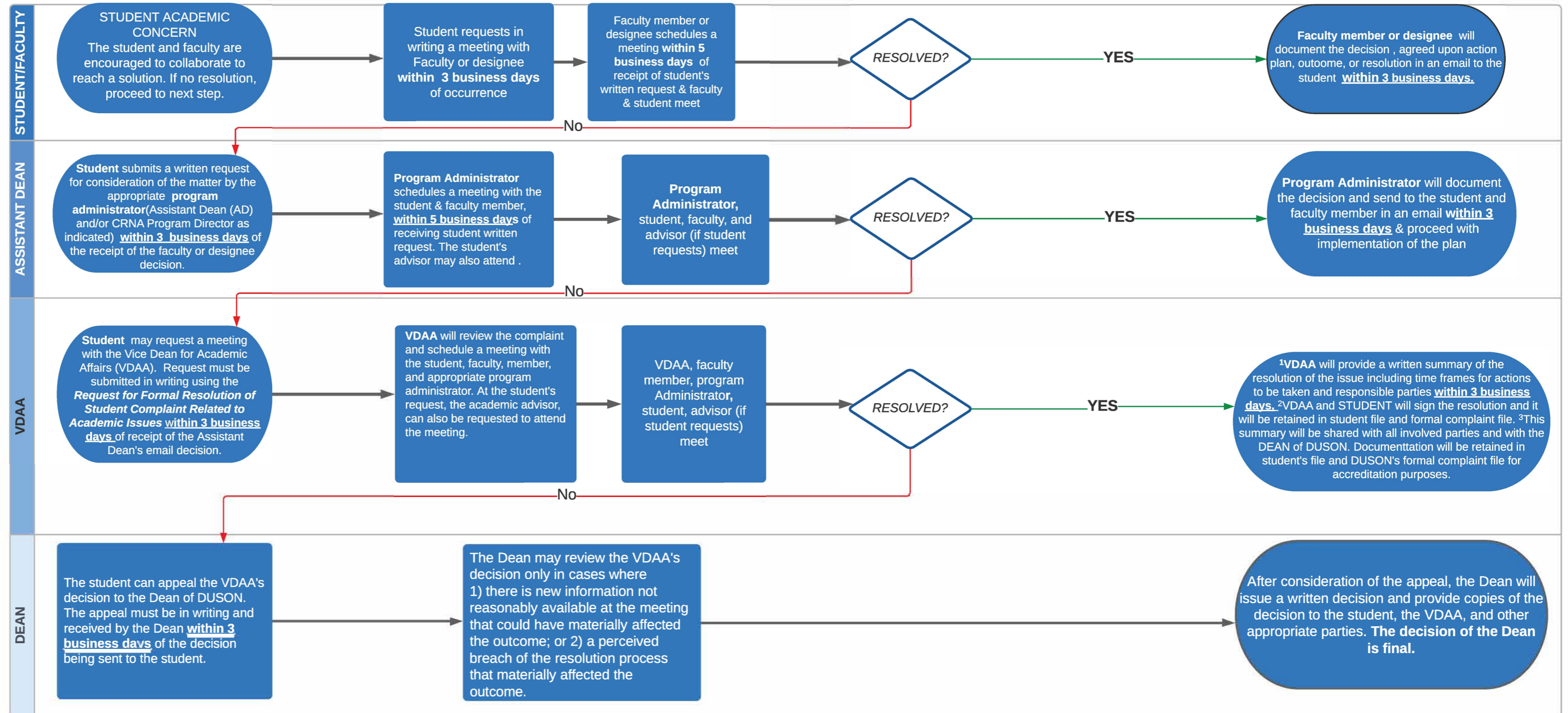
7. The student may appeal the decision of the Integrity Review Board to the Dean. Appeals must be submitted no later than five (5) business days after the date the Integrity Review Board's decision is sent to the student. The grounds for appeal are limited to:
 - new information not reasonably available at the time of the meeting is discovered subsequent to the meeting that could have materially affected the outcome;
 - procedural error in the resolution process that materially affected the outcome of the meeting.

The student's appeal request must identify the ground(s) for appeal. Appeals are based solely on the written record (including any written submission or response provided by the student or Review Board), unless determined otherwise by the Dean. When an appeal is received, the Integrity Review Board will provide the Dean with the full record. The Dean may request a written response from the Integrity Review Board concerning the appeal. The Dean will issue a written decision and provide copies of the decision to the student, the Integrity Review Board, VDAA and other appropriate parties. If the Dean determines that the appeal grounds are substantiated, the Dean can remand the matter to the Integrity Review Board for further proceedings. If the Dean determines that the appeal grounds are unsubstantiated, the decision of the Integrity Review Board is final and the documented outcome will be referred to the appropriate offices at Duke to implement the determined sanctions and/or remedies.

Appendix A and C Flowcharts

The purpose of these documents is to provide a guide that visually depicts the process by which the policies in Appendix B and C can be implemented. These graphics are an **abbreviated**, visual illustration. Please refer to the appropriate appendices in their entirety when utilizing the process.

**STUDENT COMPLAINT AND DISPUTE RESOLUTION
PROCESS FOR ACADEMIC ISSUES
Appendix A Flowchart**



**PROCESS FOR DISPUTE RESOLUTION
Duke Community Standard or DUSON Integrity Policy**

Appendix C

