



Doctor of Nursing Practice (DNP) Program
Student Handbook
2018-2019

307 Trent Drive
DUMC 3322
Durham, NC 27710
<http://www.nursing.duke.edu>

Transforming Care. Touching Lives.

About this handbook:

This handbook is designed to be a ready resource for you during the course of your DNP studies at the Duke University School of Nursing, and as such is designed for currently enrolled Doctor of Nursing Practice students. Other degree programs within the School of Nursing have separate handbooks. For information about those other degree programs, please consult either the 2018-2019 Bulletin of the Duke University School of Nursing or the school's website at www.nursing.duke.edu. Changes will be made to the electronic version of the handbook as they occur. Consult the electronic copy for the most current information.

Note :

The information contained in this handbook is for individuals who are post-Master's DNP students and for those post-BSN DNP students who are taking 900-level DNP courses. Post-BSN DNP students and those students enrolled in Post Graduate Certificate to DNP course of study taking 500-800 level course work should consult the *MSN Student Handbook*.

Table of Contents

About this Handbook.....	2
Table of Contents	3
Dean’s Welcome.....	6
Program Director’s Welcome	6
Academic Calendar 2018-2019: DNP Program (Except Nurse Anesthesia Students).....	7
Academic Calendar 2018-2019: (Nurse Anesthesia Students Only).....	7
Offices and Departments.....	7
Program Directors	7
1. Duke University School of Nursing.....	8
1.1 Philosophy.....	8
1.2 Mission Statement	9
1.3 Overall Goals	9
1.4 Strategic Areas of Focus.....	9
1.5 Statement of Diversity and Inclusion	10
2. Academic Integrity.....	10
2.1 The Duke Community Standard.....	10
2.2 Personal Integrity Policy and Guidelines for DUSON Students	10
2.3 Civility and Professional Conduct.....	10
2.4 Dispute Resolution	11
3. Academic Programs	11
3.1 Doctor of Nursing Practice Program	11
3.2 Curriculum.....	11
3.2.1 Translation.....	11
3.2.2 Transformation.....	11
3.2.3 Leadership	12
3.2.4 Electives.....	12
3.2.5 Courses	12
3.2.6 Minimum Number of Credits Required for the DNP Degree for Those with an Earned Master’s Degree	12
3.2.7 Minimum Number of Credits Required for the DNP Degree for Those with an Earned BSN Degree.....	12
3.3 DNP Scholarly Projects.....	12
3.3.1 Overview	12
3.3.2 Advisory Committee.....	12
3.3.3 Sites for the DNP Scholarly Project	12
3.3.4 DNP Scholarly Project Progress and Associated Academic Credit.....	13
3.3.5 Deliverables.....	13
3.4 DNP Outcome Objectives.....	14
3.5 Student Admission Pathways.....	14

3.5.1 Post BSN Degree.....	14
3.5.2 Currently Enrolled MSN students at DUSON.....	15
3.5.3 Post Graduate Degree.....	15
3.5.4 Post / Concurrent PhD.....	15
4. Academic Policies and Procedures	15
4.1 Overview	15
4.1.1 Organization of this Section	15
4.1.2 Confidentiality and Release of Student Records	15
4.2 Student Progression with Course of Study	15
4.2.1 Academic Advisement	15
4.2.2 Student Enrollment Status	16
4.2.3 Attendance.....	16
4.2.4 Religious Observance and Holidays.....	16
4.2.5 Course Format Definitions.....	16
4.2.6 Grades	17
4.2.7 Adding, Dropping, or Withdrawing from a Course.....	17
4.2.8 Transfer of Credits.....	18
4.2.9 Interinstitutional Agreements	18
4.2.10 Time for Completion of a Degree	18
4.3 Separation from the School of Nursing.....	18
4.3.1 Leave of Absence.....	19
4.3.2 Withdrawal from the School of Nursing.....	19
4.4 Degree Completion and Graduation	20
4.4.1 Intent to Graduate.....	20
4.4.2 Technical Standards for Degree Completion.....	20
4.5 Graduate Recognition and Commencement	20
4.5.1 School of Nursing Hooding and Recognition Ceremonies	21
4.5.2 Duke University Commencement Exercises	21
4.5.3 Diplomas.....	21
5. Non-Academic Policies and Procedures	21
5.1 Duke Health – No Smoking Policy	21
5.2 Alcohol / Drug Policy.....	22
5.3 Student Disability Access Office: Reasonable Accommodation Process.....	22
5.4 The Duke University Office of Institutional Equity.....	22
5.4.1 Duke University Non-Discrimination Statement	22
5.5 Communication Between Duke University and Students.....	23
5.6 Use of Social Media.....	23
6. Resources – Duke University School of Nursing	25
6.1 Office of Admissions and Student Services.....	25
6.2 Center for Nursing Research (CNR).....	25
6.3 Office of Global and Community Health Initiatives (OGACHI).....	26

6.4	Clinical Placement Services (CPS)	27
6.5	Center for Nursing Discovery (CND)	27
6.6	Sigma Theta Tau	27
6.7	Duke University School of Nursing Student Ambassadors	27
6.8	Duke University School of Nursing Student Council	28
6.9	American Assembly for Men in Nursing – Duke Chapter	28
6.10	Duke Emergency Nursing Students (DENS)	28
6.11	Duke Nursing Students Without Borders	28
6.12	DUSON Spectrum	28
6.13	Fusion: Multicultural Nursing Student Association	28
6.14	National Student Nurses Association – Duke Chapter	29
6.15	Nightingales	29
6.16	Nurses Christian Fellowship	29
6.17	Active Minds: Nurses for Mental Health Awareness	29
6.18	Nurture vs. Nurses	29
6.19	Women’s Health Organization	29
6.20	Neonatal and Pediatric Students	29
7.	Resources – Duke University	30
7.1	Duke Student Health	30
7.2	Student Mental Health Services	30
7.3	Safety	30
7.3.1	Duke University Police	30
7.3.2	Sexual Assault Support Services	30
7.4	Duke University Student Affairs	31
7.5	Graduate and Professional Student Council (GPSC)	31
7.6	The Libraries	31
7.6.1	The Duke University Medical Center Library	31
8.	DUSON Student Services	32
8.1	Building Access	32
8.2	Student Identification Badges/Cards	32
8.3	Parking	33
8.4	Mailboxes	33
8.5	Lockers	33
8.6	ePrint	33
8.7	Name and Address Changes	33
Appendices		
	Appendix A.1: Personal Integrity Policy for Duke University School of Nursing Students	34
	Appendix A.2: Duke University School of Nursing: Student Integrity Guidelines	37
	Appendix B: Duke University School of Nursing: Student Complaint and Dispute Resolution Process for Academic Issues	40
	Appendix C: Duke University School of Nursing: Violation of Duke Community Standard or School of Nursing Personal Integrity Policy	43

Dean's Welcome

Welcome to the Duke University School of Nursing.

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

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

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

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

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

Marion E. Broome, PhD, RN, FAAN

Dean of the School of Nursing;

Vice Chancellor for Nursing Affairs, Duke University

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

Program Director's Welcome

Let me add my welcome to that of the dean. We are delighted you made the decision to attend Duke for a practice doctorate. The admission process was a rigorous one, but you rose to the top and are now ready to embark on a new educational program. As a Master's-prepared DNP student you come to us as an expert nurse in advanced practice, thus our focus is not on improving your advanced practice skills but rather on giving you new tools to enhance your advanced practice role. We believe that what you learn in the program will have a transformative effect on your professional practice. The hallmark of your DNP program is Translation, Transformation and Leadership. That is translation of evidence to practice, transformation of health care systems and delivery methods, and leadership within and across health care professions and organizations.

I look forward to this academic year and to working with you as you begin this new journey!

Katherine Pereira, DNP, FNP, FAAN, FAANP

Professor and Director, DNP Program

Academic Calendar

The School of Nursing has three Academic Calendars: [ABSN Program](#); [Graduate Programs](#) (MSN, PhD and DNP, excluding Nurse Anesthesia students); and [Nurse Anesthesia DNP](#) 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 and Departments

<p>Dean's Office Marion E. Broome Dean of the School of Nursing; Vice Chancellor for Nursing Affairs, Duke University and Associate Vice President for Academic Affairs for Nursing, Duke University Health System Phone: (919) 684-9444 Email: marion.broome@duke.edu</p>	<p>Executive Vice Dean's Office Elizabeth I. (Beth) Merwin Executive Vice Dean of the School of Nursing Phone: (919) 681-0886 Email: elizabeth.merwin@duke.edu</p>
<p>Office of Academic Affairs Valerie M. Howard Associate Dean for Academic Affairs Phone: (919) 613-7162 Email: valerie.howard@duke.edu</p>	<p>Office of Diversity and Inclusion Brigit M. Carter Associate Dean for Diversity and Inclusion Phone: (919) 668-5103 Email: brigit.carter@duke.edu</p>
<p>Office of Research Affairs Eun-Ok Im Associate Dean for Research Development and Regulatory Affairs Phone: (919) 668-3838 Email: eun-ok.im@duke.edu</p>	<p>Office of Research Affairs Paula Tanabe Associate Dean for Research Affairs and Data Science Phone: (919) 613-6038 Email: paula.tanabe@duke.edu</p>
<p>Office of Global and Community Health Initiatives Michael V. Relf Associate Dean for Global and Community Health Initiatives Phone: (919) 684-9219 Email: michael.relf@duke.edu</p>	<p>Office of Development and Alumni Affairs Anita Stallings Associate Dean, Development and Alumni Affairs Phone: (919) 681-9641 Email: anita.stallings@duke.edu</p>
<p>Office of Financial Aid Jill C. Cordell Director, Financial Aid Phone: (919) 684-9663 Email: jill.cordell@duke.edu</p>	<p>Office of Admissions Stephen (Ernie) Rushing Director of Admissions and Recruitment Phone: (919) 668-6274 E-Mail: ernie.rushing@duke.edu</p>
<p>Office of Student Services Bebe T. Mills Director of Student Services and Registrar Phone: (919) 684-9151 E-Mail: bebe.mills@duke.edu</p>	
<i>Program Directors</i>	
<p>Accelerated Bachelor of Science in Nursing Program Michelle Hartman Program Director Phone: (919) 684-2693 Email: michelle.a.hartman@duke.edu</p>	<p>Master of Science in Nursing Program Michael E. Zychowicz Program Director Phone: (919) 613-4692 Email: michael.zychowicz@duke.edu</p>
<p>Doctor of Philosophy in Nursing Program Sharron L. Docherty Program Director Phone: (919) 668-3836 Email: doche002@mc.duke.edu</p>	<p>Doctor of Nursing Practice Program Katherine C. Pereira Program Director Phone: (919) 684-4244 Email: katherine.pereira@duke.edu</p>

1. Duke University School of Nursing

1.1 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.

1.2 Mission Statement

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

1.3 Overall Goals

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

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

1.4 Strategic Areas of Focus

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

1. Education – Prepare nursing leaders who will shape the future.
2. Research – Lead and accelerate nursing science and its translation.
3. Clinical Practice – Provide and promote unparalleled clinical expertise.
4. Community Health Improvement – Collaborate with the community to advance health
5. Global Health – Take DUSON to the world and bring the world to DUSON.
6. People & Environment – Be the destination for outstanding talent.

1.5 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.

2. Academic Integrity

2.1 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.

2.2 Personal Integrity Policy and Guidelines for DUSON Students

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

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

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

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

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

2.3 Civility and Professional Conduct

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

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

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

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

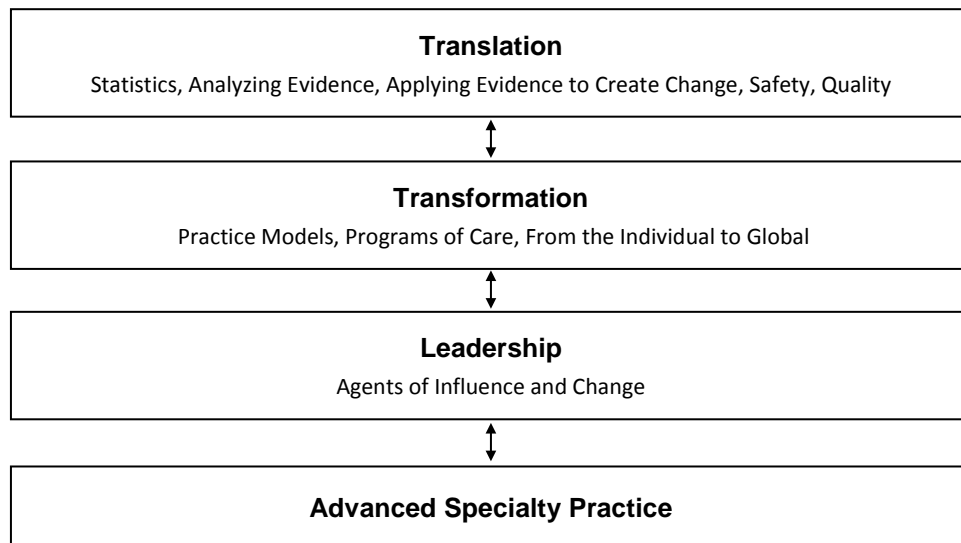
2.4. Dispute Resolution

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

3. Academic Programs

3.1 Doctor of Nursing Practice Program

The DNP curriculum is based on the *Essentials of the Doctor of Nursing Practice* guidelines issued by the American Association of Colleges of Nursing in 2006 and is in accord with the guidelines issued by nursing specialty practice organizations. The curriculum has four main foci: translation, transformation, leadership, and specialty practice. The DNP curriculum foci (excluding 6 credits of electives) are shown in the figure below. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety.



3.2 Curriculum

The DNP program is a rigorous course of study in which information in each course builds upon knowledge from previous coursework. It is therefore expected that students will progress through the program using the published matriculation plan. Deviations from this plan will result in a significant delay in program completion.

3.2.1 Translation

Content in this area prepares students to evaluate research to determine the credibility of the evidence presented; use research findings to inform practice, improve patient safety and initiate process improvements; and use existing and developing databases to guide decisions for groups of patients or health systems.

3.2.2 Transformation

Content in this area prepares students to move individuals and organizations from current reality to a new, desired state using collective group processes. This content includes innovation, planned and managed change, visionary leadership and strategic (program) planning, policy, inter-professional teamwork, community involvement, new practice models, quality (and outcome) metrics and measures, interoperable user-centric information systems, data driven decision-making and informed, involved, and health literate consumers.

3.2.3 Leadership

This content area prepares students to assume leadership positions in a specialty area through attainment and use of knowledge and skills in work across disciplines, negotiation, professional values, leadership concepts, professional and business ethics, and innovation in health care settings.

3.2.4 Electives

The number of electives is a minimum of 6 credit hours. Students may pursue electives to add breadth and depth to their content area, or they may elect to pursue courses to support an education, management, or health policy focus.

3.2.5 Courses

The required DNP courses are delivered in an executive format which is online with required on campus executive sessions. Each on campus executive session is 2-3 days in length, typically once a semester. Due to the highly collaborative and interactive group work that takes place during these on campus sessions, the on campus sessions are mandatory. Students unable to attend an on campus session are not be able to participate in the group work/learning conducted during the session and thus will have points deducted from their grade.

3.2.6 Minimum Number of Credits Required for DNP Degree for Those with an Earned Master's Degree

The minimum number of credits required for the DNP degree is 35.

3.2.7 Minimum Number of Credits Required for DNP Degree for Those with an Earned BSN Degree

The minimum number of credits required for the DNP degree is 71.

3.3 DNP Scholarly Projects

3.3.1 Overview

The DNP Scholarly Project course is the integrating course that brings together the practice and scholarship elements of the Doctor of Nursing Practice degree. The DNP Scholarly Project is a 4-5 semester scholarly project designed to address a practice issue affecting groups of patients, health care organizations, health care systems or professional organizations. Students work with clinics, inpatient units, hospitals, health care systems, or professional organizations to assess, plan, implement, and evaluate an initiative jointly agreed upon by the setting, the student, and the student's Advisory Committee. For example, students can partner with faculty in the Duke Center for Community Research (DCCR) to identify and implement projects that benefit the Durham community.

3.3.2 Advisory Committee

The DNP Scholarly Project is directed by a Scholarly Project Committee; chaired by a doctorally prepared regular rank member of the Duke University School of Nursing faculty. The committee members are nominated by the student and selected by the chairperson based on the qualifications and expertise of the committee members. The committee is composed of a chairperson and two others, one of whom must be doctorally prepared. Whenever possible, the three members of the committee should possess complementary areas of expertise to guide the content and methods of the scholarly project.

3.3.3 Sites for the DNP Scholarly Project

Students may propose to use their current site of employment or another site for the DNP scholarly project. Once a potential site is identified and approved by the student's advisory committee, the student will have the clinical site sign a letter of agreement. Thus, students in the first semester of the program are encouraged to identify and propose a potential site.

A criminal background check is required for DNP students if the scholarly project is implemented at a clinical site other than their place of employment.

3.3.4 DNP Scholarly Project Progress and Associated Academic Credit

The DNP scholarly project is a minimum of 5 (6, if the student matriculated prior to Fall 2015) credits over 4-5 semesters. The project requires a minimum of 400 hours; typically students spend over 500 hours on their project. The student is required to keep track of the scholarly project hours on a Scholarly Project Hours Tracking Form (see DNP Commons for the tracking sheet) and submit the completed form to the DNP program administrator prior to graduation.

Suggested milestones for the scholarly project and associated credits are noted below:

- Semester 1: determine scholarly project topic in N960 Evidence Based Practice
- Semester 2: 1 credit – select and secure committee members, draft abstract
- Semester 3: 2 credits – abstract approval, develop proposal, defend proposal, submit IRB
- Semester 4: 1 credit – implement project
- Semester 5: 1 credit – evaluate project, write manuscript, defend scholarly project, submit manuscript for publication

Students who have not completed the scholarly project in its entirety and have registered for all 5 scholarly project credits are required to register for a minimum of 1 additional scholarly project credit for each succeeding semester until the scholarly project is completed.

3.3.5 Deliverables

At the completion of the scholarly project, the student will present his/her findings via an oral presentation in a public forum. A minimum of one manuscript will be prepared and submitted to a professional journal.

3.3.5.1 Publication of DNP Scholarly Project Outcomes

In compliance with DNP graduation requirements, DNP students must submit a faculty- approved manuscript to a professional journal. Authorship of the article is as follows:

- the DNP student is the first author, and
- The DNP Scholarly Project Chair will help the student determine listing of authors. The following guidelines of the International Committee of Medical Journal Editors (ICMJE)¹ apply:

3.3.5.1.1 Authorship

According to the ICMJE¹ guidelines, "Authorship credit should be based on

- 1) substantial contributions to the conception and design, or acquisition of data, or analysis and interpretation of data;
- 2) drafting the article or revising it critically for important intellectual content; and
- 3) final approval of the version to be published."

Each person listed as an author should meet all three criteria, and all persons who so qualify should be listed as authors. The corresponding author should be prepared to explain the inclusion of all coauthors and their order in the byline. (Some journals require the submission of specific information about the contributions of each author, and include this information in the published article.) The order of authors should be a joint decision. It is not the role of editors to make authorship/ contributorship decisions or to arbitrate conflicts related to authorship.

3.3.5.1.2 After Your Article Is Submitted

The journal review process for articles is time-consuming: you need to exhibit patience while your submission is in review. Some journals use online submission systems that allow authors to track the

¹ Uniform requirements for manuscripts submitted to biomedical journals: Writing and editing for biomedical publications.
<http://www.icmje.org/index.html>

progress of their manuscripts through this process, which typically takes several months. If there is no electronic process, and you have not heard from the journal after several months, you may contact the editor.

If the manuscript is accepted by the journal with or without revisions the student should consult the DNP Scholarly Project Chair to discuss the editor's response, and if revisions are recommended, changes must be made prior to final submission of the article. This needs to be done in a timely fashion.

If a manuscript is rejected by the journal to which it was initially submitted, the student should consult with the DNP Scholarly Project Chair to identify other journals for article submission. The article should then be revised as needed and submitted to the next journal that is selected as most relevant, and if this is not successful to a third or even a fourth journal. Although we hope that your first journal submission is successful, it is not unusual for an article rejected by one journal to be accepted after subsequent submission to another journal.

If the article submitted to the first journal or subsequent journals is not accepted, and the student declines to re-submit to another journal within three months, the right to the manuscript will be transferred to the DNP Scholarly Project Chair, who will be the first author on the article if it is resubmitted and accepted for publication. The student will become the second author and in this capacity will be notified whenever the manuscript is submitted to a new journal.

Faculty believe that dissemination of results is an integral part of scholarly work. We encourage you to work with your DNP Scholarly Project Chair to publish your results.

Finally, in addition to publishing your DNP scholarly project, we encourage you to submit abstracts for oral presentations and poster presentations at professional meetings. Consult your DNP Scholarly Project Chair for guidance on submitting your work and preparing presentations.

3.4 DNP Outcome Objectives

The outcome objectives of the DNP program reflect integration and application of the knowledge and skills obtained in the program. Thus, at the completion of the program the DNP graduate will be able to:

- Use translational science and analytic methods to develop, identify, implement and evaluate best practices to improve health care and health care systems.
- Act as a practice scholar to design, direct and evaluate system changes to promote safe, timely, effective, efficient, equitable and patient-centered care.
- Engage in complex, evidence-based advanced-nursing practice and evaluate innovative approaches to care delivery for individuals, communities and populations.
- Partner with others to develop interactive interprofessional teams that communicate effectively, promote health, reduce risk, enhance patient outcomes and improve complex health care delivery systems.
- Employ strategic leadership skills to influence health policy; implement ethical, cost effective and evidence-based changes in care systems; and advance the profession.
- Translate knowledge into practice and policy to reduce health disparities, encourage cultural sensitivity and promote access to quality care while advocating for social justice and equity locally, nationally and globally.
- Use data analytic methods, information systems and technology to evaluate, integrate and apply knowledge that will improve programs of care, outcomes of care and care systems.

3.5 Student Admission Pathways

Students will enter the DNP Program through one of four pathways:

3.5.1 Post BSN Degree (minimum of 71-84 credits)

Nurses with an earned BSN who are registered nurses will be eligible to enter the DNP program directly after completion of the BSN. At the time of application to the DNP program, they will be required to declare their advanced practice major, since at DUSON some majors are more competitive than others based on available

student slots in the specialty. Additionally, some majors have required clinical experiences prior to matriculation. Note: Education majors are not eligible for Post BSN to DNP.

3.5.2 Currently Enrolled MSN Students at DUSON (minimum of 35 credits beyond the Master's degree)

Students currently enrolled in one of the Master's advanced practice majors can apply for entry to the DNP program.

3.5.3 Post Master's Degree (minimum of 35 credits)

Students with an earned Master's in nursing will be eligible to apply for the DNP if their Master's degree is in an advanced practice major. Advanced practice is defined as direct care specialization (e.g., nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife) or indirect care specialization (e.g., nursing administration, nursing informatics). The curriculum for these students will recognize their attainment of the advanced specialty practice Master's degree. Depending on their advanced practice major, students may or may not have prerequisites to meet prior to or concurrent with admission to the program. Note: Education majors are not eligible for Post Master's Degree to DNP.

3.5.4 Post / Concurrent PhD (minimum of 35 credits)

A very small number of students may desire to have terminal degrees in both practice and research (DNP/PhD). For these students, an earned Master's degree in an advanced practice major will be required prior to admission. Depending on their advanced practice majors, students may or may not have prerequisites to meet prior to or concurrent with admission to the program.

4. Academic Policies and Procedures

4.1 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. The following includes information from and addenda to the [Bulletin of the Duke University School of Nursing](#). The handbook should not be viewed as a replacement for the *Bulletin* or policies of the University as a whole. Additional information can be obtained by contacting the Duke University School of Nursing Office of Admissions and Student Services at (919) 684-4248 or (877) 415-3853, or at the [School of Nursing website](#).

4.1.1 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](#).

4.1.2 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.

4.2 Student Progression with Course of Study

4.2.1 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 a student wishes to change or

deviate from an accepted matriculation plan, the student must promptly communicate with the academic advisor to plan and document when and how the student will return to the matriculation plan or develop a new revised matriculation plan.

The School of Nursing reserves the right to change a student's advisor as needed. Likewise, the student may request a change of advisor by contacting the **Program Director in writing explaining the reason for the requested change in academic advisor.**

4.2.2 Student Enrollment Status

Full-time enrollment status for the programs of the Duke University School of Nursing is defined as taking a minimum of nine (9) credits for fall and spring semesters and six (6) credits for summer semester.

4.2.2.1 Change of Status from Full or Part-Time Study

Students who wish to change from or to full-time enrollment status must notify both their academic advisor and the Registrar in the Office of Admissions and Students Services. The [Change of Full-Time/Part-Time Status Form](#), which can be obtained online or from the Office of Admissions and Student Services, must be completed and submitted to the School of Nursing Registrar in order for the change in status to occur.

4.2.3 Attendance

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

4.2.4 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.

4.2.5 Course Format Definitions

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

- **Campus Courses.** Campus courses include regular class sessions on campus throughout the semester.

Courses may be totally campus-based or include some online activities.

- **Distance-Based Courses.** Distance-based courses blend mostly online instruction with some on campus sessions typically required (from one to three per semester).
- **Online Courses.** Online courses consist of instructor-designed, student driven, interactive modules of instruction delivered via 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).

[Expectations for online and distance-based students](#) can be found on the School of Nursing website.

4.2.6 Grades

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

Letter Grade	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 research (N574), independent study (N575), MSN synthesis courses, the DNP scholarly project course, and some electives. 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 treated as an “F.”

4.2.6.1 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 automatically become an “F”. Students may not graduate with any incomplete on their transcript.

4.2.7 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 Program Director 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 or 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 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 and fees will not be made except as applicable within the established parameter of a total withdrawal from the program after the Drop/Add period. The [Course Withdrawal Form](#) may be obtained via the School of Nursing website, or in the Office of Admissions and Student Services.

4.2.8 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.

4.2.9 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.

4.2.10 Time for Completion of a Degree

Post-BSN students have seven calendar years from the date of matriculation to complete the DNP degree. Post-Master's DNP students have five calendar years from the date of initial matriculation to complete the DNP degree. No full-time residence is required; however, all students enrolled in the school who have not been granted a leave of absence by the Director of the Academic Program, must register for fall, spring, and summer semesters until all degree requirements are completed. For students who find it necessary to take a leave of absence (LOA), time in LOA status counts toward the seven (post-BSN) or five (post-MSN) years for degree completion.

4.3 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.

4.3.1 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 Director of the DNP Program 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.

4.3.1.1 Student Parental Leave

Child-bearing or adoption should not jeopardize a student's experience in the School or the completion of a program of study. A student (whether male or female) may have up to (6) weeks of leave for the birth or adoption of a child. The student and the faculty advisor and/or the Director of the DNP 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.

4.3.1.2 Returning from a Leave of Absence

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

Return from a **leave of absence for medical or psychological reasons** requires written notification from a physician / health care provider / therapist to the Director of the DNP Program 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.

4.3.2 Withdrawal from the School of Nursing

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

4.3.2.1 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 Admissions and 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.

4.3.2.2 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 covered as an appendix to this document.

4.3.2.2.1 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:

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

4.3.2.2 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). A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and will be encouraged to meet with her or his academic advisor. Students whose cumulative GPA falls below 2.7, or who have a "C" in a 900-level nursing course, will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement. Students who have completed at least three (3) courses and have a cumulative GPA less than 2.5, two "C" grades or an "F" or "NC" in any 900-level course will be withdrawn from the School of Nursing.

4.4 Degree Completion and Graduation

4.4.1 Intent to Graduate

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

Students expecting to graduate must complete and submit electronically via ACES 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.

4.4.2. Technical Standards for Degree Completion

To successfully complete the DNP programs, students must possess the technical abilities listed below:

1. Effectively speak, write, and read English.
2. Effectively use computer software outlined during admission process.

4.5 Graduate Recognition and Commencement

4.5.1 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 only at the May ceremony. Thus, all DNP graduates

(May, September, and December) will participate in the May recognition ceremony. All faculty are also expected to attend and participate in the School of Nursing Hooding and Recognition Ceremony.

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

4.5.2 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.

4.5.3 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.

5. Non-Academic Policies and Procedures

5.1 Duke Health – No Smoking Policy

Duke Health is an advocate for a healthy environment by creating a workplace free of tobacco use and supporting tobacco users who wish to quit by offering tobacco cessation assistance. Research shows that secondhand smoke is a significant source of disease even when the exposure occurs outdoors. All Duke Health sites (that are solely owned or leased by Duke Medicine) are 100% tobacco-free. This includes the Duke University School of Nursing. No tobacco use is allowed within Duke Medicine buildings or on grounds, sidewalks, streets, parking garages and or areas maintained by Duke Medicine. This policy applies to all individuals working, visiting, receiving medical care, or for educational purposes within the boundaries of Duke Medicine properties, including vendors and contractors.

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

violation can be reported by contacting the appropriate academic administrative leader. Violation patterns will be assessed and appropriate action initiated.

5.2 Alcohol/Drug Policy

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

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

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

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

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

5.3 Student Disability Access Office: Reasonable Accommodation Process

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

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

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

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

5.4 The Duke University Office of Institutional Equity

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

5.4.1 Duke University Non-Discrimination Statement

Duke University is committed to encouraging and sustaining a learning and work community that is free from prohibited discrimination and harassment. The university prohibits discrimination on the basis of race, color,

religion, national origin, disability, veteran status, sexual orientation, gender identity, sex, genetic information, or age in the administration of its educational policies, admission policies, financial aid, employment, or any other university program or activity. The university also makes good faith efforts to recruit, employ and promote qualified minorities, women, individuals with disabilities, and veterans. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students.

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

Questions or comments about harassment or discrimination can be directed to the Office for Institutional Equity, (919) 684-8222. Additional information, including the complete text of the harassment policy and appropriate complaint procedures, may be found by contacting the Office for Institutional Equity or visiting its website at: <http://www.duke.edu/web/equity/>

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

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

5.5 Communication between Duke University and Students

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

5.6 Use of Social Media

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

Social Media Defined:

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

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

Consequences:

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

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

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

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

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

Additional Resources:

The American Nurses Association's Social Networking Principles Toolkit: To be used for practical guidelines on how to maintain professional standards in media environments:

<http://www.nursingworld.org/socialnetworkingtoolkit>

6. Resources – Duke University School of Nursing

6.1 Offices of Admissions and Student Services

The mission of the Offices of Admissions and Student Services (OASS) is to provide a system of continuous support that follows the student from prospect to graduation in an effort to enhance student success and attainment of educational goals. OASS is a customer- focused support unit that strives to provide comprehensive service to students by combining advanced technological resources and a team of highly trained and student-focused professionals. The unit has responsibility and oversight of the following areas: prospective student recruitment, admissions, career services, data management, student compliance, and registration services. Descriptions of the key services offered are as follows:

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

6.2 Center for Nursing Research

As of January 2016, the Duke University School of Nursing ranked ninth among US nursing schools in the amount of funding received from the National Institutes of Health.

Critical to this achievement is the Center for Nursing Research which is dedicated to providing resources that faculty, students and Duke University Health System practicing nurses and researchers need to advance nursing and interdisciplinary science. A diverse community of scholars and clinicians, along with skilled staff support, the CNR educates and supports the next generation of research leaders in nursing. The CNR consists of the following four cores that conduct the work needed to support research faculty:

- **Faculty Science Core:** Responsible for research faculty mentoring and development. Home of the ADAPT Center and the International Research Program.
- **Research Design and Statistics Core:** Responsible for statistical support for DUSON's research through

collaborating and consulting activities with faculty members, postdocs, and graduate students. Conduct methodological studies applicable to social, behavioral and healthcare research. Home to the Statistics Laboratory.

- **Pre-Award Liaison Services Core:** Responsible for oversight of grant preparation and submission process.
- **Research Oversight and Compliance Core:** Responsible for reviewing new protocols and Research Data Security Plans. Provide assistance with study implementation, including compliance education. Home to the IRB Preparation Laboratory.

The CNR focuses on four key areas that concentrate on optimizing health across the spectrum, from discovery to translation. These research areas of excellence are:

Clinical Innovation: Advancing approaches using ideas, processes, products, procedures or interventions and health system changes to benefit the health of individuals, groups and populations.

- **Population Health and Chronic Illness:** Increasing health outcomes of a group of individuals, including families or communities, reducing health disparities within the group.
- **Precision Health:** Evidence-based, customized approach to health that incorporates genomics, environment and lifestyle.
- **Methods and Analytics:** Optimizing the use of cutting-edge and underutilized approaches to study design and analytics.

CNR researchers are leaders in nursing science in several key areas. For example, faculty are on the cutting edge of utilizing mHealth applications and virtual environments to explore chronic disease management, and utilizing biomarkers and genetics to determine risk patterns and outcome trajectories. Researchers are also advancing cognitive and affective symptom science in chronic illness in order to empower patients and their caregivers to achieve optimal management of symptoms and enhance quality of life. Researchers in statistics are utilizing visualization techniques to analyze large and complex data sets.

6.3 Office of Global and Community Health Initiatives (OGACHI)

The Office of Global and Community Health Initiatives (OGACHI) is committed to addressing health disparities locally and globally through education, research and service. The Office serves as a catalyst to improve health outcomes by facilitating the development, monitoring and management of local, regional, and international activities for the School of Nursing. Established in 2006, the OGACHI supports and promotes collaborative partnerships and interdisciplinary linkages across campus and beyond as a means to respond to disparate health outcomes worldwide. Services include: consultation, faculty exchanges and visiting scholars programs, academic training, research, and global clinical immersion experiences.

Local Activities. The DUSON Community Health Improvement Partnership Program (D-CHIPP) is working to improve health outcomes through strategic partnerships and research to develop and support programs and policies that will promote a healthy productive life for all who live in our community. D-CHIPP was established in 2017 out of DUSON's strategic plan, with the goal to advance health through community partnerships. ABSN students conduct clinical placement experiences with a variety of community partners including the Durham Housing Authority, Urban Ministries of Durham, El Centro Hispano, and Families Moving Forward. Coming soon, DUSON students will have the opportunity to affiliate with D-CHIPP, which will provide additional opportunities to gain experience in community health. The Office of Global and Community Health Initiatives offers assistance to academic programs in community health activities. For example, in collaboration with the ABSN program, the OGACHI supports local site development and activities including community sites orientations and service experiences within Durham county with established community partners such as: Durham Rescue Mission, El Centro Hispano, Lincoln Community Health Center, CAARE, Church World Services, and Families Moving Forward.

Global Clinical Immersion Experience Clinical Placements. The Office of Global and Community Health Initiatives facilitates global clinical immersion experiences with global partners for all levels of DUSON students. Local and international placements at established partner sites offer students unique opportunities to develop cross-cultural sensitivity while expanding their understanding about community needs and the roles and responsibilities of nurses while fulfilling some clinical residency and/or elective curriculum requirements. Program locations for international experiences may vary from year to year. The cost of international clinical experiences is the responsibility of the student. Program fees range in price from \$2,500-\$4,500 and do not include out-of-pocket

expenses (estimated \$150-\$500 depending upon site). More detailed information regarding student global clinical immersion experiences is available on the [OGACHI web pages](#).

6.4 Clinical Placement Services (CPS)

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

Services provided:

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

6.5 Center for Nursing Discovery (CND)

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

The CND facilities support learning by providing simulated experiences in nursing practice and decision making for students in the Duke University School of Nursing ABSN and MSN Programs and for nurse anesthesia students. CND facilities are also available to support interdisciplinary team training with Duke medical, physical therapy, and physician assistant students and other educational initiatives in the larger community. A more complete description of the CND facilities may be found at nursing.duke.edu

6.6 Sigma Theta Tau

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

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

DUSON students meeting Sigma Theta Tau membership criteria are eligible for induction into the Beta Epsilon Chapter. Eligible students receive invitations to join the chapter. A formal induction ceremony is held annually.

6.7 Duke University School of Nursing Student Ambassadors

The Student Ambassador program is a leadership opportunity for students who are dedicated to serving and representing the School of Nursing. Student Ambassadors provide campus tours, peer guidance and mentoring to

prospective students, serve as orientation leaders and perform duties at various campus events. Student Ambassadors demonstrate a high level of School pride and exceptional service at all times. Students who are interested in participating are encouraged to contact Student Services at SONStudentServices@dm.duke.edu or 919-684-4248.

6.8 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.

6.9 American Assembly for Men in Nursing –Duke Chapter

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

6.10 Duke Emergency Nursing Students (DENS)

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

6.11 Duke Nursing Students without Borders

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

6.12 DUSON Spectrum

The mission of DUSON Spectrum is to assist the Duke University School of Nursing in meeting its goals addressed in the Duke University School of Nursing Mission Statement. This organization is committed to the advancement of the health of lesbian, gay, bisexual, transgender and other individuals of minority status through the practice of nursing advocacy. DUSON Spectrum will encourage its members to be socially-aware, active, and responsible Duke citizens who reflect the DUSON Spectrum mission proudly in their nursing practice.

6.13 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.

6.14 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.

6.15 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.

6.16 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.

6.17 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.

6.18 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.

6.19 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.

6.20 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

7. Resources – Duke University

7.1 Duke Student Health

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

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

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

7.2 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**.

7.3 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.

7.3.1 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**.

7.3.2 Sexual Assault Support Services

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

For crisis support:

- During working hours (Monday-Friday, 9:00 to 5:00), call **(919) 684-3897**.
- After hours or on weekends, call **(919) 886-6814**.

- In an emergency situation, any student who feels that she or he is in danger should dial 911.

7.4 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](#) is dedicated to helping every woman at Duke become self-assured with a streetwise savvy that comes from actively engaging with the world, and welcomes men and women alike who are committed to gender equity and social change.

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

7.6 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](#).

7.6.1 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.

8. DUSON Student Services

8.1 Building Access

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

8.2 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.

8.3 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.

8.4 ePrint

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

8.5 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 School of Nursing and also to the Duke Alumni Association, 614 Chapel Drive, Box 90572, Durham, NC 27708 (or send email to dukemag@duke.edu).

Appendix A.1

Personal Integrity Policy

for Duke University School of Nursing Students

Purpose:

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

Policy:

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

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

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

I. The Duke Community Standard

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

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

To uphold the Duke Community Standard:

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

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

Lying

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

Cheating

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

- giving unauthorized aid to another student or receiving unauthorized aid from another person on tests, quizzes, assignments or examinations;
- using or consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments or examinations;

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

*Plagiarism*⁸

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

Stealing

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

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

⁸ Students should be aware that any assignment they submit for a course at DUSON may be subject to review by plagiarism detection software.

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

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

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

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

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

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

All students will be expected to:

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

Obligation to Report Violations of Academic Integrity

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

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

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

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

Appendix A.2

Duke University School of Nursing Personal Integrity Guidelines

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

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

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

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

A. Academic Integrity

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

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

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

B. Professional Integrity

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

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

C. Respect for Others

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

- Treat all persons with respect in accordance with Duke University policies of nondiscrimination and non-harassment.
- Demonstrate respect for patients with cultural backgrounds different from one's own.
- Respect the rights of patients and research participants and their families to be informed about and to participate in decision-making concerning their health care.
- Communicate truthfully with patients and colleagues in all clinical situations and carefully avoid misrepresentation.
- Respect the modesty and privacy of all patients and research participants.
- Maintain a neat and professional appearance consistent with clinical site requirements and School policy.

- Respect the value of the time of patients, research participants, families, and professional colleagues in clinical situations, avoiding late arrivals and early departures.
- Treat all colleagues and peers in health care endeavors with consideration, courtesy, and cooperation.
- Maintain civility and professional behavior at all times in classroom, laboratory, clinic, hospital, and all health care settings; avoiding disruptive and aggressive behavior.

Acknowledgements

The development of the *Personal Integrity Policy for Duke University School of Nursing Students* was based on a comprehensive review of integrity policies and honor codes of many U.S. nursing schools, and of the undergraduate, graduate, and professional schools of Duke University. Following this review, the integrity policy of the Duke University School of Medicine, which is in accord with the core values of both Duke University and Duke Medicine, was chosen as the model for the Personal Integrity Policy of the School of Nursing. The structure, content, and language of these Guidelines have been adapted from portions of the *Statement of the Honor Code of Professional Conduct* of the Duke University School of Medicine (available online at <http://medschool.duke.edu/wysiwyg/downloads/HonorCode2007.doc>)

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

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

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

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

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

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

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

Informal Resolution Process:

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

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

Formal Resolution Process:

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

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

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

- a. A succinct statement of the reason for the complaint including specific information as to the grounds for the complaint
- b. Identification of who was involved

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

If a student believes that he or she has been retaliated against as a result of the dispute/complaint under this Procedure, a separate complaint charging retaliation can be pursued by means of this Procedure. Another resource available to assist students with dispute resolution is the Duke University Ombudsperson (Dr. John Blackshear, 919-684-5917).

Appendix C

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

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

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

Reporting and Initial Disposition of a Suspected Violation

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

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

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

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

Sanctions

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

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

Violations and Sanctions

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

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

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

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

Determination of Constituting a Judicial Board

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

Convening of Judicial Board

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

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

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

Conduct of Hearing:

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

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

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

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

Notification of Decision:

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

The decision of the judicial board is final, except when

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

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

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

Record of Hearing and Decision:

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

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