Duke University
School of Nursing

Accelerated Bachelor of Science in Nursing

Student Handbook

2020 - 2021

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Transforming Care. Touching Lives.

SPECIAL NOTICE FOR ACADEMIC YEAR 2020-2021:

As we begin the 2020-2021 Academic Year, we recognize that we are still in the midst of a global pandemic and have taken great care to design academic experiences that adhere to our Guiding Principles for dealing with COVID-19:

- Safety first,
- Protecting the health of our community and our ability to care for patients,
- Advancing academic mission,
- Aligned with local and state ordinances,
- Consistent with guidance from our local and national health authorities,
- Responsive and adaptive to an evolving environment.

Our academic calendars and course delivery methods have been amended to meet the needs of the students in each of the academic programs. Refer to the **DUSON Resources to Support Students** section in this handbook as well as the School of Nursing website for more detailed information. Updates to the website will be made as changes occur and these changes will also be communicated directly to students.

About this handbook:

This handbook is designed to be a ready resource for you during the course of your ABSN studies at the Duke University School of Nursing, and as such is designed for currently enrolled ABSN students. Other degree programs within the School of Nursing have separate handbooks. For information about those other degree programs, please consult either the Bulletin of the Duke University School of Nursing or the DUSON website.
Changes will be made to the electronic version of the handbook as they occur. Consult the electronic copy for the most current information.

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Dean's Welcome

Welcome to the Duke University School of Nursing.

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

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

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

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

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

Marion E. Broome, PhD, RN, FAAN
Dean and Vice Chancellor for Nursing Affairs, Duke University School of Nursing Associate Vice President for Academic Affairs for Nursing, Duke University Health System

Academic Calendar

For the 2020-2021 Academic Year, the School of Nursing has four Academic Calendars: one for the ABSN Program; one for Graduate Programs (MSN and DNP, excluding Nurse Anesthesia students); one for Nurse Anesthesia DNP students and one for PhD students. Consult the appropriate Academic Calendar for information regarding the academic year (i.e., semester beginning and ending dates, registration windows, holidays, etc.) The Graduate School Academic Calendar is available here.

Offices and Departments

Dean's Office

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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, practice, and administration.
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.

2.0 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 ABSN community, the ABSN program has adopted the following statement and community norms to help guide its community members in their interactions.

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

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

- Assume goodwill – approaching situations positively;
- Communicate respectfully – listening actively and being timely; and
- Send the mail to the right address – taking the problem to the person involved and not going around or behind the involved person or up the chain of command without first attempting resolution with the involved person.
- We are all responsible for creating a civil and inclusive learning environment.

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

3. Academic Programs

3.1 Overview of the Accelerated Bachelor of Science in Nursing Program

3.1.1 Program Description

The Accelerated Bachelor of Science in Nursing (ABSN) curriculum is a full-time, campus-based 16-month program with 58 total credit hours (including 6 elective credits). The integration of education, practice, and research serves as the foundation for this program.

3.1.2 End-of-Program Outcomes

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

1. Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.
2. Express one's identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and, a willingness to provide leadership in improving care and in promoting personal and professional growth in self and others.
3. Make judgments in practice that synthesize nursing science and knowledge from other disciplines to provide safe, quality care; promote the health of diverse patients, families, and communities; and assist them to continually progress toward fulfillment of human capability.
4. Use basic skills of negotiation, conflict resolution, team building, leadership and communication to engage in positive working relationships within an interprofessional healthcare team, and contribute a unique nursing perspective to care delivery.
5. Apply leadership concepts and skills to provide high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
6. Provide care that takes into account socio-cultural-political determinants of health, illness and

disease; promotes health and human flourishing; and addresses health disparities in vulnerable populations, locally and globally.

7. Integrate information from multiple sources that has been judged to be relevant and reliable in planning, delivering and evaluating care with particular attention to nurse-sensitive quality indicators and national benchmarks.

Upon completion of the ABSN program, students are eligible to apply for registered nurse licensure via examination with a Board of Nursing. Completion of the program does not guarantee eligibility for registered nurse licensure. Furthermore, students should be aware that acceptance into and matriculation in the ABSN program does not automatically guarantee progression in the program.

3.2 ABSN Curriculum

The 58-credit-hour Duke ABSN curriculum includes six elective credits, earned through a minimum of two elective courses. Fifty- six (56) clinical hours are equivalent to 1 credit hour. See Appendix D for the ABSN curriculum.

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 *2020-2021 Bulletin of the Duke University School of Nursing*. This 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 consulting the ABSN Program Office or 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 Student Enrollment Status

The Accelerated BSN program is a full-time, on-campus program. Part-time or distance-based study opportunities are not available.

4.2.2 Academic Advisement

Every student is assigned a faculty advisor at the time of matriculation. The faculty advisor will guide the student's academic activities and course of study, in accordance with the student's clinical, professional, and research interest. If a student wishes to change or deviate from the accepted matriculation plan, it is the student's responsibility to request a meeting with the faculty advisor to plan and document when and how the student will return to the matriculation plan or develop a revised matriculation plan.

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

4.2.3 Academic Probation and Academic Warning

Prior to the completion of 30 credits, students whose cumulative GPA falls below 2.0 will be placed on academic probation and notified in writing and must meet with their faculty advisor to develop a personal plan for improvement. A student whose cumulative GPA falls below 2.5 at any time will receive a letter of academic warning and will be required to meet with his or her faculty advisor. These measures are designed to encourage students to reflect critically on their academic performance from semester to semester and continue to improve and excel.

To help facilitate student success and to connect students to available resources, the ABSN Program Office, in consultation with course faculty, sends out midterm advisory letters to ABSN students. Any student who is on a Learning Improvement Plan and/or has a midterm course average below 70% will receive a letter indicating unsatisfactory performance. A student whose midterm course average is between 70.0% and 76% will receive a letter indicating marginal performance.

4.2.4 ABSN Learning Improvement Plan

An ABSN student who is not meeting program, course, and/or clinical objectives may be placed on a Learning Improvement Plan (LIP) to help facilitate student success. An LIP is not punitive, but rather an educational tool established to allow students, in conjunction with faculty, to address areas in need of improvement. A LIP will note the issue of concern and related program/course/clinical objective, provide examples of the problem, and establish concrete action plans and timelines for addressing areas of concern through clearly defined and measurable performance objectives.

For issues related to ABSN program requirements or professional behavior, the Faculty advisor or course coordinator (depending on the situation) will work with the student to develop an LIP. For issues related to clinical performance, the Clinical Instructor (in conjunction with the Course Coordinator), will work with the student to develop an LIP. The Program Director will be notified when an LIP is issued and when it is. executed, the student's faculty advisor will receive a copy of the plan to support the student. Further, other departments within DUSON will be consulted by the course coordinator about their role and responsibilities in co-implementing the plan (for example, the Center for Nursing Discovery, Peer and Alumni Tutoring Program). A student whose performance does not meet the objectives of the LIP may be subject to administrative withdrawal from the School of Nursing See Section 4.3.2.2.2 on "Administrative Withdrawal for Academic Performance" and Appendix E for a sample ABSN Learning Improvement Plan.

4.2.5 Attendance

In order to meet course and/or clinical objectives, students are expected to be present and engaged in both the classroom and/or the clinical learning environment. Excessive absences in either the classroom and/or clinical learning environment may impede a student's ability to meet course and/or clinical objectives resulting in an unsuccessful completion of a course. Students are expected to attend and participate in all classes. Students are expected to attend clinical rotations unless excused by the course faculty prior to being absent. Faculty may request documentation regarding the nature of the absence (health provider note, proof of emergency), particularly if absences become excessive.

4.2.6 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.

4.2.7 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 one to three on-campus sessions per semester typically required.
- **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.

4.2.8 Grades

Most courses in the School of Nursing counting towards the ABSN 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, independent study, 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". An "F" is not a passing grade.

Final course grades between two grades may be rounded to the next higher grade at individual faculty discretion. Faculty will consider student attendance and overall course performance in determining rounding of grades.

4.2.8.1 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.

4.2.9 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 their faculty advisor and the faculty of the respective course(s). If the 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/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 are subject to the parameters set forth in the Tuition Withdrawal Adjustment Policy of the University. The Course Withdrawal Form may be obtained via the School of Nursing website, or in the Office of Student Services.

4.2.10 Transfer of Credits

All 58 credits of the ABSN nursing program must be taken at the Duke University School of Nursing or Duke University. No transfer of coursework will be accepted.

4.2.11 Time for Completion of Degree

The Accelerated Bachelor of Science in Nursing (ABSN) curriculum is a four-semester full-time program requiring 16 months for completion. The maximum length of time students may take to complete the program is 3 years from enrollment to graduation.

4.2.12 ABSN-MSN Early Decision Option

The ABSN-to-MSN Early Decision option provides an opportunity for current ABSN students and recent DUSON ABSN alumni to apply and be considered for admission to the MSN program prior to the regular admission review cycle.

The Early Decision option will not guarantee admission, however, it will provide interested students and recent DUSON ABSN graduates with an opportunity to apply and be considered for admission prior to the beginning of the regular review cycle. Students who apply but are not offered admission through Early Decision will be placed in the regular review pool.

To learn more about this option, consult the ABSN-to-MSN Early Decision option webpage.

4.3 Separation from the School of Nursing

A student may discontinue his/her/their 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 ABSN 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

Childbearing or adoption should not jeopardize a student's experience in the School or the completion of a program of study. A student 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 ABSN Program will determine modifications to clinical scheduling or course work deadlines to accommodate the leave period. A record of this plan will be placed in the student's educational record. Should additional time beyond six weeks be needed, the student may convert to a medical or personal leave, depending on the circumstances, as outlined in the policies described above.

Returning from a Leave of Absence

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

Students planning to return from a leave of absence will be required to demonstrate competency on essential skills previously learned **prior to** returning from a leave of absence. The Director of the ABSN Program will work with the student, the faculty advisor, and the Director of the Center for Nursing Discovery to develop a skill validation plan. Students returning from a leave of absence should plan to spend required time in the Center for Nursing Discovery (CND) for formal skill validation.

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 ABSN 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.

Re-matriculation Plans:

Students will meet with the Program Director to develop an individualized re-matriculation plan based on the

students' placement and need. This may involve CND lab time, skill validation, and other remediation as needed to return. Students are encouraged to speak to a financial aid officer regarding financial implications of the re-matriculation plans.

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 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 health, mental health and/or 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.

4.3.2.2.2 Administrative Withdrawal for Academic Performance

ABSN students who have a cumulative GPA less than 2.0 at any time after completing 30 credits will be administratively withdrawn from the program.

Two "F" grades in nursing courses (courses with a Nursing prefix) will result in administrative withdrawal from the program at the end of the semester in which the second "F" grade(s) is received. If a student earns a grade of "F" and is eligible to repeat the course (first "F" in a Nursing course), the student must take and repeat the course before he/she can progress in the program. Students should be aware that courses

are not taught every semester and earning an "F" grade will delay graduation.

4.4 Clinical Placements and Activities

4.4.1 Assignments of Clinical Placements

Students are assigned to clinical placement sites based on the faculty's selection of clinical sites specific to the learning objectives of the course; site characteristics; and availability. Students need to be prepared to travel up to 1 hour from DUSON and have varied schedules including evenings, nights and weekends.

4.4.2 Clearance Requirements for Clinical Experiences

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

Prior to the time of initial enrollment in the Duke University School of Nursing, students seeking a degree in the ABSN program will be required to undergo a criminal background check to be cleared for participation in various clinical site experiences.

First year students at the time of matriculation to the program or during the orientation should have completed all of the following:

4.4.2.1 Immunization requirements of Duke University for Health Science Professional Students (the required form and instructions are available online through the Duke Student Health website). Additional immunization requirements:

- The School of Nursing requires tuberculosis testing and a hepatitis B vaccination (or a statement refusing the series).
- Some clinical sites require proof of immunization or positive titer for varicella.

4.4.2.2 Completion of the American Heart Association Basic Life Support for Healthcare Providers course (inclusive of infants, pediatrics, and adults) that does not expire prior to the completion of this 16- month course of study. (This is scheduled to be completed by all during orientation.)

4.4.2.3 Health and Safety Requirements (at matriculation and while in program)

4.4.2.4 Clinical Core Orientation and Quiz clinical requirement:

All students in the ABSN program will be required at the time of matriculation to complete and successfully pass the Core Compliance Orientation and Quiz. On a continuing basis, Clinical Core Orientation and Quiz must be completed annually by all students in the ABSN program in preparation for student clinical experience. It is required by all of our clinical sites with which the School of Nursing partners to provide clinical experience. Students must earn a score of 80% or higher (20 out of 25) to be considered as successfully passing this requirement. Students will be notified by the School of Nursing Compliance Officer when to renew this requirement.

4.4.2.5 Drug screening statement

Clinical facilities are increasingly interpreting standards by accreditation agencies, such as The Joint Commission on Accreditation of Health Organizations, to require drug screening for the safety and security of patients. All of our current clinical partners require drug screening as part of the credentialing process associated with clinical practice. Duke is contractually bound to ensure that all students at their facilities have passed this drug test. Students will comply with directions given regarding the designated vendor.

Students will be notified by the School of Nursing Compliance Officer when to submit for the screen, which is valid for one year after submission. However, some agencies may require that a drug screen be completed in a designated period of time (for example, 30 days) before engaging in clinical activities at the agency. In this situation, a student may have to complete another drug screen in order to comply

with agency requirements. All costs associated with the initial drug screening are the responsibility of the student. However, if a student is assigned to a site that requires a repeat drug screen, the ABSN program incurs that cost.

In any case where a drug screen reveals negative results, no action is taken. If anything is found to be abnormal with a student's drug test it will be sent to a medical review officer designated by the vendor. The vendor will contact the student if there are questions related to the drug screen. There are some known prescription drugs that may cause positive results and the medical review officer will request additional information from the student if that is the case. All other positive results will be addressed by the Director of the ABSN Program.

4.4.2.6 Finger printing statement

Currently, ABSN students are not required to present fingerprints at the time of matriculation. Fingerprinting may be required by a clinical partner prior to participation in a clinical site rotation. Due to requirements of clinical sites constantly changing, this standard is subject to change at any time throughout the student's academic career with the School of Nursing. In any case where fingerprinting results reveal a negative result, no action is taken. Should anything be reported back on a student's fingerprinting results, they will be addressed by the Director of the ABSN Program.

4.4.2.7 Non-Duke Clinical Agencies

In addition to the Immunization and Health and Safety requirements stated above, some non- Duke clinical agencies require additional biographical documentation and/or training prior to the start of a clinical experience. When such requirements exist, students will be notified by the School's Compliance Officer prior to the start of the semester. Timely completion of these requirements along with appropriate documentation on file with the Compliance Officer is subject to all policies regarding student safety compliance.

4.4.2.8 Student Compliance with Health and Safety Requirements

Noncompliance in any of the following areas can result in a student being administratively withdrawn from clinical courses:

- Inadequate proof of all required immunizations
- Inadequate proof of completion of American Heart Association Basic Life Support for Healthcare Providers course
- Failure to complete required compliance training
- Failure to complete biographical documentation and/or safety training required by non- Duke clinical agencies

4.4.2.9 Resolving Non-compliance Issues

Final approval for the continuation in clinical courses is at the discretion of the Director of the ABSN Program.

4.4.3 Guidelines for All Clinical Experiences

To successfully engage in clinical activities and progress in the Accelerated BSN Program, the following skills are essential:

4.4.3.1 Demonstrate cognitive, affective, and psychomotor skills (both gross and fine motor skills in performing nursing interventions such as venipuncture), in planning, implementing and evaluating nursing care;

4.4.3.2 Meet the Duke University School of Nursing technical standards regarding effectively speaking, hearing, writing, and reading English;

4.4.3.3 Effectively use technology;

4.4.3.4 Learn, critically think, assess, independently solve problems, and demonstrate reasonable and

prudent judgment; and

4.4.3.5 Demonstrate physical and emotional health to meet the demands of nursing and to provide safe patient care.

4.4.4 Clinical Appearance and Attire Policy

Purpose - To ensure a professional appearance that reflects the standards of the Duke University School of Nursing and to promote identification of duke Nursing students in a manner that instills confidence and trust in patients, families, physicians, nurse colleagues, and other healthcare team members. Each agency has its own dress code and students are required to adhere to the dress code at the assigned agency. During the clinical course orientation, students are required to clarify dress code expectations from course faculty. Individual faculty will inform you of attire for specialty or alternate settings.

The faculty of the ABSN program has established **expectations for clinical attire in inpatient, center for nursing discovery (CND when considered clinical hours), outpatient and community clinical settings (listed on table below)**. Appropriate attire for global trips is covered in the GCIE orientation and guidelines.

Recommendations for Uniform Purchases - Recommendations for minimum uniform purchases are as follows:

2 Navy blue scrubs tops
2 Navy blue scrub pants or skirts
1 DUSON polo-style gray shirt

Non-compliance - Students may be dismissed from clinical by ABSN faculty, the Course Coordinator, a Clinical Instructor and/or the agency if clinical attire or appearance does not comply with this policy or agency policy; a make-up clinical day will be required. Repeated dress code violations will result in a clinical failure. Clinical attire and appearance should present a professional appearance. Other requirements for dress attire may be imposed by facilities at which students rotate for clinical or community experiences.

Infection control policies or policies concerning patient sensitivities may also be added to these policies as appropriate.

Inpatient Clinical Care Settings and CND (when considered clinical hours)

Criteria	Requirements
1. Scrubs	• Navy blue scrub type uniform (design is student choice) including top and pants or skirt. Denim scrubs are not allowed. • No hospital acquired scrub sets with any logo are allowed. • A Duke School of Nursing emblem will be attached by the vendor to the left sleeve of the scrub top 2 inches from the shoulder seam. • Pants/skirts must fit at waist and must be hemmed at a length that does not drag on the floor. • Scrubs should have a generally acceptable clean appearance of being unwrinkled. • For infection control, the School of Nursing uniform should not be worn in other settings (i.e., grocery stores, malls, restaurants).
2. Clothing other than scrubs	• Each agency has its own dress code. Students are required to adhere to the dress code at the assigned agency. • During the clinical course orientation, students are required to clarify dress code expectations from course faculty. Individual faculty will inform you of attire for specialty or alternate settings. • Caps, hats, and bandanas that are not part of the clinical attire in a given area may not be worn. Religious headwear is permitted. • A solid colored long sleeved fitted black, white, or gray undershirt may be worn under scrubs • Undergarments must not be visible

Criteria	Requirements
2. Clothing other than scrubs	• Students must wear a watch with a second hand or a watch with a method to count seconds while in clinical settings.
3. Shoes / socks	• Clean, closed toe, low heeled shoes, dark brown, navy, black or white leather or other non-permeable/penetrable material are required. • Shoes worn in clinical settings should not be worn as "daily" wear or athletic wear. • No open-back "clogs", high-heels, mules, or shoes with multiple holes (e.g., Croc style) may ever be worn in clinical areas. • Solid colored primarily white, red, black, gray, brown, or a combination of those non-patterned socks are to be worn.
4. Badge	• Duke University Medical Center nametag is to be worn at all times in the clinical setting. Additional nametags for certain clinical sites may be required. • Use of a tag clasp should allow continuous viewing of the student's name and picture. Clasps that result in the name tag rotating or physically interfering with patient care are not allowed. • Lanyard nametags are prohibited in clinical settings
5. Appearance / Hygiene / Grooming	• Cleanliness and personal hygiene (including but not limited to bathing/showering and dental/oral hygiene) should be maintained to avoid unfavorable odors. • No smoking is allowed on Duke property and many other health care facilities. Be cognizant of how a smoke smell on your body and breath may affect patients and families.
6. Hair (e.g., length, color)	• Hair must be pulled back away from the face. Hair such as bangs must not hang in front of or go into student's eyes or mouth. Hair that is secured (e.g. a lengthy pony tail) must be maintained off the patient, unit work areas, medications, food and patient equipment.
	• Hair, including facial hair, must be well trimmed, well groomed, clean, business-like in appearance and not obstruct vision or interfere with skill performance • Solid color headbands with no adornments may be worn to hold hair back. • Faddish hair coloring (blue, green, purple, etc.) is prohibited.
7. Make-up	• Make-up must be minimal and conservative
8. Fingernails	• Artificial nails of any type are prohibited in all clinical areas. Nail polish is strictly prohibited in all clinical areas. Nails must be trimmed at a length no longer than fingertips.
9. Jewelry	• Only one band-style ring per hand may be worn. • Dangling earrings and other dangling jewelry are prohibited in clinical areas.
10. Ear piercings	• Maximum of 2 stud earrings in each ear • Ear stretching items such as plugs or gauges, dangling earrings and other dangling jewelry are prohibited in clinical areas. • Students who have ear gauges may use skin-colored or clear plugs to camouflage appearance of them.
11. Piercings other than ears	• Visible body piercing is prohibited. • Students with nose piercings must have a retainer in place of jewelry
12. Tattoos	• When present, tattoos should be covered if possible
13. Fragrances	• Refrain from using body fragrances such as sprays, perfumes, and colognes, as they may be offensive or cause allergic and/or discomfort reactions in patients and others.

Criteria	Requirements
14. Prohibited items	• No logos, political buttons, ribbons, bracelets or other items signifying support for a team, a political cause, or a philanthropic cause may be worn in the clinical setting. Students should appear "neutral" and present themselves in a non-threatening, non-stressful manner to patients, families, and members of the healthcare team.

Outpatient and Community Clinical Experiences

The DUSON gray polo-style shirt, with navy blue scrub pants is considered the official uniform for community-health sites, unless notified otherwise by the course coordinator. All items with exception of 2 and 3 above apply to all clinical sites, including outpatient and community clinical settings. The following items are oftentimes worn in community health clinical settings:

- Duke / DUSON T-shirts and / or sweatshirts
- Closed toe athletic shoes

The following clothing is prohibited in community health clinical sites:

- High-heel shoes
- Jeans (of any type or color)
- Skirts with hem lengths more than 2 inches above the knee
- Visible undergarments
- Caps, hats and bandanas are prohibited, religious headwear is permitted
- Blouses made of sheer material (e.g., visible undergarments) and / or have adornments such as ruffles, laces, strings, ribbons, or attached items such as studs or stones.
- Blouses or shirts that expose cleavage, midriffs, or that have open backs
- Dangling earrings and excessive jewelry are not to be worn.
- Expensive looking jewelry and clothing is not appropriate at any time.

4.4.5 Attendance at Clinical Experiences

Students are responsible for informing the course coordinator and the clinical faculty about an absence from a clinical experience prior to the scheduled start of the experience. During the final synthesis experience, the course coordinator and the clinical faculty, as well as the preceptor and clinical agency,
should be notified. It is not acceptable to have another student inform the aforementioned persons about a clinical absence.

If a student is unable to achieve the clinical objectives by the last day of the semester due to absences, the student, course coordinator and Director of the ABSN Program will meet to discuss progression in the program. Inability to meet clinical objectives due to excessive absences may result in a clinical failure and failure of the associated course. If there are personal, family, medical and/or other reasons preventing a student from regularly attending clinical, the student should meet with his/her faculty advisor as soon as possible to discuss taking a leave of absence.

4.4.5.1 Severe Weather

In the event of severe weather conditions, severe weather updates for Duke University (including the School of Medicine and School of Nursing) will be available by phone at (919) 684-INFO / (919) 684- 4636), or on the Duke University DukeTODAY website

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

4.4.6 Exposure to Potentially Hazardous Substances

Any student who experiences a potentially hazardous exposure to blood or body fluid will follow the protocols designed by the Duke University and Duke Medicine Occupational & Environmental Safety Office, Biological Safety Division. The student should immediately inform his/her instructor of a blood/body fluid exposure. Regardless of whether the exposure occurs in an off-campus clinical site, on-campus clinical site, or a student lab, the

instructor will provide guidance after consultation with the course coordinator and/or Director of the ABSN Program.

Duke's Employee Occupational Health and Wellness (EOHW) is an available resource and will provide initial response and guidance including treatment and counseling if necessary. EOHW can be contacted by calling the 24-hour blood and body fluids hotline number: **(919) 684-8115**.

When the Duke EOHW clinic is closed, the Duke Emergency Department is available for student clinical or lab related infectious disease issues/exposures or if they require immediate attention for another life- threatening injury. The Duke Emergency Department will provide care as required. Follow-up care will be provided by Student Health.

If the student follows the steps above, the cost of care under these situations will be covered by the student health fee. Any student who has waived payment of the student health fee shall be responsible for the total cost of care. Any additional testing or care will be the financial responsibility of the student regardless of student health fee payment status.

Students are encouraged to read and expected to adhere to infection control guidelines and procedures as well as occupational health guidelines. For further information, the student is encouraged to review documents provided by the Centers for Disease Control and Prevention (CDC) and the Occupational Safety and Health Administration (OSHA).

Students participating in clinical rotations in non-Duke facilities will follow the hazardous exposure protocols of those institutions. Students participating in global immersion experiences will follow the Unusual Occurrences Protocol.

4.4.7 Guidelines for Student Global Cultural Immersion and Service Learning Experiences

Students selected for an international global health experience are expected to comply with the following policies:

- Comply with all Duke University and School of Nursing policies included Terms and Conditions of Participation, the Duke Honor Code, and Duke University Community Standards. I understand that noncompliance may result in dismissal from the global program and potentially the academic program in which I am enrolled.
- Work cooperatively with OGACHI staff/personnel prior to, during and after the global health immersion experience.
- Complete the entire mandatory, pre-departure training components of the global health immersion (GCIE) experience, which includes mandatory pre-deployment orientation sessions held in the 3 months prior to departure.
- Turn in all required forms and pre-departure paperwork by the designated deadline including, but not limited to, valid health insurance and a passport valid for at least six months beyond the date travel will be completed.
- Make and complete a travel medicine appointment at least 8 - 12 weeks prior to trip departure. Services offered must include medical travel advice, recommended and required immunizations, preventative prescriptions and information, health advisories based on travel destination, and comprehensive travel health planners.
- Adhere to Duke University travel policies which include enrolling in the Duke Travel Registry and U.S. Department of State's Smart Traveler Enrollment Program (STEP).
- Travel, both domestic and international, is limited to the country or countries of destination described in the DUSON GCIE program description. Spouses, partners, friends, children, guests and other acquaintances are prohibited from visiting or participating in any aspects of the global health immersion experience.
- Wear appropriate attire for clinical and clinical experiences, classes, orientation sessions and events in which the group participates as designated by partner organizations.

- Be present and fully participate in clinical and cultural experiences as well as post conferences and reflective activities led by the clinical instructors.
- Be responsible and fully engaged in the Global Health Immersion Experience, to act professionally as a representative of the Duke University School of Nursing; to help ensure a safe and insightful experience for all participants through appropriate, culturally sensitive behavior and conduct.

Failure to consistently adhere to the general policies and the expectations associated with the enrolled course; the learning and cultural immersion activities, and directions of the CI and/or mentors/preceptors, places the student at risk for disciplinary action. Depending on the nature of the infraction, disciplinary actions may range from a warning and counseling to being severed from the experience. If a student's actions warrant dismissal from the experience, it will be made only after conferring with administrative personnel at Duke. A student who is dismissed is subject to lose credit for the experience and the cost of the experience. The student will also be required to pay the cost of a ticket change for an early return to Durham.

4.5 Degree Completion and Graduation

4.5.1 Intent to Graduate

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

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

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

4.5.2 Student Assessment and Program Effectiveness

The ABSN program at Duke University School of Nursing works to facilitate the success of its students for entry into professional nursing practice. As part of this process, the ABSN program utilizes a series of content specific exams and final comprehensive predictor examinations to determine mastery of concepts and readiness for the national licensure examination. All ABSN students are required to participate in this designated assessment and remediation program. The program involves assessment of nursing knowledge after core nursing courses and comprehensive diagnostic predictor examinations that are administered in the final semester. The majority of the testing is administered in a computerized format.

During the last semester of the ABSN program, students who do not achieve the program's established benchmark of minimal mastery are required to participate in a remediation program. The Director of the ABSN Program is responsible for monitoring student progress and working with the student, the student's faculty advisor and program faculty to facilitate remediation and assess outcomes.

All ABSN students are required to complete an NCLEX-RN review course prior to graduation. This review course will be organized by the ABSN program and is usually delivered the week prior to graduation. If a student does not participate in this program, he/she will need to meet with the ABSN Program Director to establish a plan to complete an approved similar program.

4.5.3 Graduation and NCLEX-RN Testing

Recognition as a graduate of Duke University is official when the Duke University Board of Trustees meets, reviews, and accepts all graduates as proposed by the Dean of each school of the University. Official transcripts indicating date of graduation and program completion are not issued until the Board of Trustees confers approval of degrees which can delay eligibility for licensure in some jurisdictions.

After the completion of the ABSN program, students are eligible to apply for licensure by examination with a Board of Nursing. A letter of certification of curriculum completion from the Director of the ABSN Program and an official transcript showing completion of all courses is sufficient documentation to apply for nursing licensure via examination in some states and U.S. territories. However, some states require documentation of graduation

prior to testing. In such cases, please know an official transcript reflecting graduation, may not be available until one to two months following program completion.

It is strongly recommended that the NCLEX-RN Licensing Examination be completed within three months of graduation.

4.6 Graduate Recognition and Commencement

4.6.1 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 encouraged to attend this ceremony. December graduates participate in the December ceremony, and ABSN May graduates participate in the May ceremony. September graduates may participate in either the May or December 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.

4.6.2 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 the second 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 participate 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.

4.6.3 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 to the address on record.

5.0 Non-Academic Policies and Procedures

5.1 Duke University – Tobacco Free Campus Policy

As of July 1, 2020 Duke University became a tobacco free campus. Use of all tobacco products, including smokeless products and e-cigarettes, is prohibited on all property and grounds owned and leased by Duke University.

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

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.

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

5.4 Duke University Office for Institutional Equity

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

5.5 Duke University Non-Discrimination Statement

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

privileges, programs, and activities generally accorded or made available to students.

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

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

5.6 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.**

5.7 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 as 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 (consult the ANA website)

5.8 DUSON Student Flu Policy

Purpose:

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

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

Policy:

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

Procedure:

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

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

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

Students who have a medical or religious reason to request an exemption may do so by completing the **religious exemption** or **medical exemption** request form and submitting it to Student Services for the program director of each program to review. The School of Nursing has final approval of all exemptions. Students required to attend a clinical maybe required to submit additional documentation to that clinical site and exemption approval may be up to that site.

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

6.0 Resources – Duke University

(see also the Duke University Student Affairs website)

6.1 Duke Student Health Services

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

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

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

6.2 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 abet 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**.

6.3 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.

6.4 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**.

6.5 Sexual Assault Support Services

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

For crisis support:

- During working hours (Monday-Friday, 9:00 to 5:00), call **(919) 684-3897**.
- After hours or on weekends, call **(919) 970-2108**.
- **In an emergency situation, any student who feels that she or he is in danger should dial 911 or Duke Police at (919)-684-2444.**

6.6 Duke University Student Affairs

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

- The Center for Sexual and Gender Diversity provides education, advocacy, support, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer, and allied students, staff, and faculty at Duke. The Center for Sexual and Gender Diversity also serves and supports Duke alumni/ae and the greater LGBTQ community.
- The Center for Multicultural Affairs empowers students and their organizations to create a vibrant and inclusive multicultural student community. CMA promotes community engagement, multicultural education, and leadership development through its programs and services.
- The International House (IHouse) mission is to provide educational services and advocacy to the international population at Duke as well as outreach to the Durham community. The International House offers extensive cross-cultural programming and information to enhance the global mission of the university.
- Jewish Life at Duke is comprised of the Freeman Center for Jewish Life and the Rubenstein-Silvers Hillel.

The Freeman Center provides a home for Jewish life on campus while the Rubenstein-Silvers Hillel provides exciting and innovative programming throughout the Duke community. The combination works to foster and enrich Jewish life through social, educational, religious, and cultural activities.

- Muslim Life at Duke is committed to enriching the lives of Muslim students and the whole campus through events and activities that cater to the spiritual, social, and intellectual needs of Duke students.
- The Mary Lou Williams Center for Black Culture strives to promote racial understanding, build community, and foster an appreciation for and increase knowledge of black people, black history, black culture, and the vast contributions of people of the African Diaspora.

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

6.7 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.

6.8 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.

6.9 The Duke University Medical Center Library (DUMCL)

Located adjacent to Duke Hospital in the Seeley G. Mud 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.

7.0 DUSON General Information

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

7.1 Building Access

For the fall 2020 semester and until further notice entry to the Christine Siegler Pearson and Interprofessional Education buildings is available by badge access only. Consult the Re-entry to DUSON for details.

7.2 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.

7.3 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.

7.4 ePrint

Duke's ePrint print management system allows DUSON students to print directly from their own computers to

print stations in the Pearson Building 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.

7.5 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 Graduate School and also to the Duke Alumni Association.

7.6 Technology Support

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

8.0 DUSON Resources to Support Students

The School of Nursing has a wide array of resources to support students in the academic careers. These services are presented in great detail on the DUSON website. Students should familiarize themselves with the website information and consult it often for updates and changes. Of particular note are the following:

Of particular note for the 2020-2021 Academic Year are the following:

- Re-Entry To DUSON
- Remote Tools for Connectivity
- Student Success Center

9.0 DUSON Student Organizations

(s***ee also: https://nursing.duke.edu/student-resources/student-life/student-organizations)***

9.1 Sigma Theta Tau- Duke Beta Epsilon Chapter

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 purpAoses of professional nursing. Sigma Theta Tau is a scholarly professional organization that promotes the best in nursing. DUSON students meeting Sigma Theta Tau membership criteria are eligible for induction into the Duke Beta Epsilon Chapter. Eligible students receive invitations to join the chapter. A formal induction ceremony is held twice a year.

9.2 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.

9.3 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.

9.4 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.

9.5 Duke Emergency Nursing Students

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

9.6 Duke Nursing Students without Borders

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

9.7 DUSON Spectrum

The mission of Spectrum is to assist the Duke University School of Nursing in enhancing the quality of life for people of all cultures, economic levels and geographic locations. This organization is committed to the advancement of the health of lesbian, gay, bisexual, transgender and other individuals of minority status through the practice of nursing advocacy. DUSON Spectrum will encourage its members to be socially-aware, active, and responsible Duke citizens who reflect the DUSON Spectrum mission proudly in their nursing practice.

9.8 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.

9.9 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.

9.10 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.

9.11 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.

9.12 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.

9.13 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.

9.14 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.

9.15 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.

Appendix A.1
Personal Integrity Policy
for Duke University School of Nursing Students

Purpose:

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

Policy:

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

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

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

I. The Duke Community Standard

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

> Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.
>
> To uphold the Duke Community Standard:
>
> - I will not lie, cheat, or steal in my academic endeavors;
> - I will conduct myself honorably in all my endeavors; and
> - I will act if the Standard is compromised.

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

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

Cheating

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

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

Plagiarism §

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

Stealing

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

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

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

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

B. Professional Integrity

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

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

C. Respect for Others

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

- Treat all persons with respect in accordance with Duke University policies of nondiscrimination and non- harassment.
- Demonstrate respect for patients with cultural backgrounds different from one's own.
- Respect the rights of patients and research participants and their families to be informed about and to participate in decision-making concerning their health care.

- Communicate truthfully with patients and colleagues in all clinical situations and carefully avoid misrepresentation.
- Respect the modesty and privacy of all patients and research participants.
- Maintain a neat and professional appearance consistent with clinical site requirements and School policy.
- Respect the value of the time of patients, research participants, families, and professional colleagues in clinical situations, avoiding late arrivals and early departures.
- Treat all colleagues and peers in health care endeavors with consideration, courtesy, and cooperation.
- Maintain civility and professional behavior at all times in classroom, laboratory, clinic, hospital, and all health care settings; avoiding disruptive and aggressive behavior.

Acknowledgements

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

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

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

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

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

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

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

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

Informal Resolution Process:

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

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

Formal Resolution Process:

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

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

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

a. A succinct statement of the reason for the complaint including specific information as to the grounds for the complaint
b. Identification of who was involved
c. Resolution sought
d. Supporting documentation may be attached as appendices to the complaint
e. Signature of the student and date

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

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

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

1. Date of Occurrence:

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

3. Individual(s) directly involved:

4. Resolution sought:

Student Name: _____

Student Signature: _____

Date: _____

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

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

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

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

Reporting and Initial Disposition of a Suspected Violation

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

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

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

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

Sanctions

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

Beginning with the Fall 2015 semester, a uniform method of sanctioning violations of the Duke University 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	1st offense	Documentation of reprimand; score of "0" on assignment
	2nd offense	Fail the course (may have other consequences due to other policies)
	3rd offense	Dismissal from the program with no option to reapply
Cheating	1st offense	Documentation of reprimand; score of "0" on assignment; maximum course grade is a "C"
	2nd 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.)	1st offense	Dismissal from the school with no option to reapply
Complicity with another student's violation or failure to report	1st offense	Documentation of reprimand
	2nd offense	One semester suspension
	3rd 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.

Appendix D

ABSN Curriculum

Course #	Course Name	Course Credits
	Semester 1	
Nursing 388	Health Assessment & Foundations for Nursing Practice Across the Liifespan	6
Nursing 389	Wellness/Health Promotion Across the Lifespan	4
Nursing 392	Professional Nursing: Past, Present & Future	2
Nursing 393	Physiologic Homeostasis and Principles of Pharmacology	2
	Semester Total	14
	Semester 2	
Nursing 394	Professional Nursing: Evolution as an Evidence-Based Clinician	2
Nursing 395	Nursing Care of the Childbearing Family	4
Nursing 396	Nursing Care of Infants, Children and Adolescents	4
Nursing 397	Community and Public Health Nursing	4
Nursing 398	Pathophysiology and Pharmacology I	2
	Semester Total	16
	Semester 3	
Nursing 473	Professional Nursing: Evolution as an Effective Team Member	2
Nursing 474	Nursing Management of the Adult Patient with Health Problems	5
Nursing 475	Gerontological Nursing: Caring for Older Adults and their Families	4
Nursing 476	Pathophysiology and Pharmacology II	2
Nursing xxx	Elective(s)	
	Semester Total	16
	Semester 4	
Nursing 483	Professional Nursing: Evolution as a Leader	2
Nursing 484	Nursing Care of Patients with Complex Health Problems	7
Nursing xxx	Elective(s)	3
	Semester Total	12
	Program Total	58

Note: 56 clinical hours is equivalent to 1 credit hour

Appendix E

Duke University School of Nursing Accelerated BSN Program
ENTER COURSE NUMBER AND NAME
Learning Improvement Plan for ENTER STUDENTS NAME HERE Initiated ENTER DATE HERE

OUTCOME MEASURES	EXAMPLES	*ACTION PLAN*
*Objectives from Course/Clinical Evaluation Tool used in this course	Date of occurrence and detailed examples of student's behavior.	Concrete, measurable action plan for how the student will meet the identified objective, with timeline.
Student Comments:		

In accordance with course and clinical objectives, the following critical behaviors must be achieved for satisfactory course/clinical completion: safety, infection control, maintaining patient confidentiality, professionalism, assessment, and effective communication. Additionally, students will comply with all Duke University and School of Nursing policies, the Duke Honor Code, and Duke University Community Standards. Noncompliance may result in dismissal from the ABSN program.

If a student's behavior gives the course faculty or program director reasonable cause to believe that their continued presence in the program poses a danger to the health or safety of the student or others, they may face dismissal from ABSN program. Unsafe clinical practice is an occurrence or pattern of behavior involving unacceptable risk of placing the student or others in physical and/or emotional jeopardy. Physical jeopardy is the risk of causing physical harm; emotion jeopardy is creating an environment of anxiety or distress which puts an individual at risk for emotional or psychological harm.

This document has been reviewed with me and I understand that these objectives as well as the other outcomes / objectives on the clinical evaluation tool, must be met in order for me to pass clinical this semester. I must pass clinical in order to pass course INSERT COURSE NUMBER AND NAME HERE.

Student Signature	Date	Clinical Faculty Signature	Date
Faculty Liaison Signature	Date	Course Coordinator Signature	Date

The above outcome measures have been achieved and the Learning Improvement Plan for ENTER NAME HERE has been resolved.

Student Signature	Date

Clinical Faculty Signature	Date

Faculty Liaison Signature	Date

Course Coordinator Signature	Date