



Accelerated Bachelor of Science in Nursing
Student Handbook
2024-2025

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

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

Nurses—the country's largest, expertly-skilled, and most trusted segment of frontline health care providers—are uniquely poised to affect change. Throughout your course of study, you will learn more about how DUSON is leading the way in transforming models of health care, and driving meaningful and impactful change in our health care and public health systems.

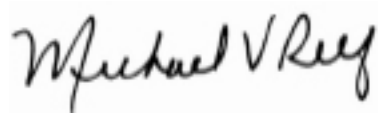
As a DUSON student, you will have the opportunity to work with and learn from faculty who are preparing the next generation of nurses to bring clinical, scientific, and relational expertise to health care, and are preparing community health and policy leaders committed to reducing health inequities. You are also joining a diverse and inclusive community dedicated to fostering a sense of belonging in every aspect of our work.

Our [School's leaders and I](#) are committed to your success and well-being, so as you embark on this new journey, we encourage you to familiarize yourself with our Student Handbook. Here you will find information on our philosophy, academic policies and procedures, clinical requirements, course information, and the many resources DUSON and Duke provide to assist you in being a successful student. I urge you to fully engage with this range of opportunities, including seminars, speakers, local and global clinical immersion experiences, community placements, student clubs, cultural and athletic events, and more.

We are here for you, and we want to ensure that you have everything you need to be a top nursing leader. If you have a concern or ideas, please contact your faculty advisor, program faculty and staff, the [Office of Student Services](#), or the [Student Success Center](#). In becoming a Duke University School of Nursing student, you now join a large, collaborative community including more than 9,000 [alumni](#). Keep up with all our community is with [News](#) and [Events](#), and follow our [Facebook](#), [Twitter](#), [Instagram](#), [LinkedIn](#), and [YouTube](#) channels.

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

Sincerely,



Michael V. Relf, PhD, RN, AACRN, ANEF, CNE, FAAN
Mary T. Champagne Distinguished Professor of Nursing
Interim Dean
Duke University School of Nursing

Associate Chief Nurse Executive for
Academic Partnerships and Innovation

ASSISTANT DEAN'S WELCOME

Welcome to the Duke University School of Nursing (DUSON)! We are honored that you chose DUSON to begin your journey to become a professional nurse, and we look forward to seeing what gifts and talents you bring to our program and to the profession of nursing. Throughout your time with us, you will have the opportunity to learn from experienced faculty members who are passionate about nursing and are dedicated to helping you succeed. In addition to classroom learning, you will have the opportunity to engage in hands-on clinical experiences in prestigious healthcare facilities throughout the Triangle and the globe as well as our state-of-the-art simulation center. I encourage you to actively participate in the various extracurricular activities and organizations available on campus. These opportunities will help you build a network of peers, develop leadership skills, and further enrich your overall educational experience. I also encourage you to utilize all the resources that DUSON and Duke University have to support your success in our Program. Please do not hesitate to contact me, your advisor, faculty, or staff to support you on this exciting journey to nursing. We believe in your potential and are confident that, together, we can shape the future of healthcare.

Once again, welcome to DUSON. Get ready for an exciting and transformative experience!

Warm Regards,
Stephanie Gedzyk-Nieman, DNP, RNC-MNN
Assistant Professor and Assistant Dean, Pre-Licensure Programs

ACADEMIC CALENDAR

For the 2024-2025 Academic Year, the School of Nursing has four Academic Calendars: one for the [ABSN Program](#); one for [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](#).

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DUKE UNIVERSITY SCHOOL OF NURSING

Mission

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

Philosophy

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

Human Beings

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

Society/Environment

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

Health

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

Health Care Delivery

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

through all levels of the care system.

Nursing

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

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

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

Teaching/Learning

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

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

Statement of Diversity, Equity, Inclusion and Belonging

At DUSON, diversity and inclusiveness are core values that drive our commitment to excellence. We recognize that diversity goes beyond broadly representative demographic differences; it embodies cultural

sensitivity, openness, collaboration, and inclusion. Embracing diversity enriches the nursing profession by bringing together unique perspectives, experiences, and backgrounds.

Equity is closely interrelated with diversity and inclusion. It refers to recognizing differences in resources or knowledge needed to allow individuals to fully participate in society. Achieving equity means treating all people fairly, unhampered by artificial barriers, stereotypes, or prejudices.

Inclusive environments within nursing education and practice are essential. Inclusion goes beyond mere tolerance; it involves creating organizational cultures where students, faculty, staff, and administrators with diverse characteristics thrive. Encouraging opportunities for learning by reflecting on life experiences, classroom interactions, and practice.

Belonging is more than just a feeling; it is a fundamental human need and a prerequisite for higher-level learning. Our aspiration is to create an environment that embraces whoever enters our doors. Nurses who experience a sense of belonging are better equipped to establish therapeutic relationships with patients. Feeling accepted and valued allows them to communicate effectively and empathetically. Valuing and integrating these principles, we can build a stronger, more compassionate nursing profession that serves all individuals effectively. The Office of Diversity, Equity, Inclusion, and Belonging is here to support students, faculty, and staff, ensuring that each individual feels heard, respected, and supported.

Core Values

Excellence

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

Integrity

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

Collaboration

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

Respect

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

Innovation

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

Diversity and Inclusiveness

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

ACADEMIC INTEGRITY

The Duke Community Standard

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

To uphold the Duke Community Standard:

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

Academic Integrity and Professionalism Policy for Duke University School of Nursing Students

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

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

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

Civility and Professional Conduct

In an effort to articulate and cultivate habits for being a member of the DUSON 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 is 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 person involved or up the chain of command without first attempting resolution with the involved person.
- We are all responsible for creating a civil and inclusive learning environment.

Dispute Resolution

In recognition of the fact that disputes or concerns will arise, DUSON has developed a process to address these issues. This process is built on a basic guideline of the DUSON community that any dispute should

be resolved at the lowest level possible. Your course instructors, faculty advisor and Assistant Dean are resources available to you.

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

OVERVIEW ACCELERATED BACHELOR OF SCIENCE IN NURSING PROGRAM

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.

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.

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.

ACADEMIC POLICIES AND PROCEDURES

Overview

The students, faculty, administration, and staff of DUSON are part of the academic community of Duke University and, as such, are subject to the policies, rules and regulations of the University as a whole. Additionally, the School and its respective programs may, as deemed necessary, develop its own policies and procedures to augment those of the University as contained in but not limited to the 2024-2025 Bulletin of the Duke University School of Nursing and this handbook. Additional information can be obtained by consulting the ABSN Program Office or the [School of Nursing website](#).

Organization of this Section

Each DUSON academic program has developed its own Student Handbook. Information relevant to all programs is included in all handbooks, supplemented by program-specific information. Wherever possible, students are referred also to electronic references via the use of hyperlinks.

Confidentiality and Release of Student Records

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

STUDENT PROGRESSION WITH COURSE OF STUDY

Student Enrollment Status

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

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, according to the student's clinical, professional, and research interests. 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 ABSN Program Assistant Dean in writing explaining the reason for the requested change in faculty advisor.

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 required to meet with their faculty advisor to develop a personal improvement plan. 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 their 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. Per program policy at the midpoint of the semester any student identified by course faculty as performing either marginally or unsatisfactorily will receive a formal notification letter from the Assistant Dean of the Prelicensure Nursing Program and the Elected Program Committee Chair.

Marginal and unsatisfactory performance are defined as follows:

- **Learning Improvement Plan:** students placed on a Learning Improvement Plan (LIP) to help facilitate student success in meeting program, course, and/or clinical objectives.
- **Marginal Performance:** having cumulative exams/quizzes scores in the range of 70-75%. If there are no exams/quizzes in the course then an overall average grade falling in the range of 70-75%.
- **Unsatisfactory Performance:** having cumulative exams/quizzes scores less than 70%. If there are no exams/quizzes in the course then an overall average grade less than 70.

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. A LIP is not punitive, but rather a communication 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.

A LIP may be initiated for instances when students are not in compliance with The Duke Community Standard, Academic Integrity and Professional Policy and Guidelines for DUSON Students, Civility and Professional Conduct Expectations, or Technical Standards.

For issues related to ABSN program requirements or professional behavior, the Program Assistant Dean, 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 Assistant Dean will be notified when an LIP is issued and when it is executed, the student's faculty advisor will be notified 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 course failure or administrative withdrawal from the School of Nursing (see section on "Administrative Withdrawal for Academic Performance" and the appendices of this handbook for the ABSN Learning Improvement Plan Template).

Assessment Administration Policy for Prelicensure Courses

Background: Consistency in assessment administration across prelicensure courses will support student preparedness for a formal assessment environment.

Definitions:

- **Summative assessment:** “end-of-instruction evaluation designed to determine what the student has learned” (Oermann & Gaberson, 2019, p. 9). For the purposes of this policy, summative assessments are unit exams, midterms, finals, and HESI exams that are designed to evaluate student proficiency of the course.
- **Formative assessment:** “judges students’ progress in meeting the desired outcomes and developing clinical competencies” (Oermann & Gaberson, 2019, p. 9). For the purposes of this policy, examples of formative assessments include practice or preparatory assignments, such as in-class questions, preparatory quizzing, or Elsevier Adaptive Quizzing (EAQ).

Summative Assessment Administration Policies

The following policies apply to all summative assessments and all students in the ABSN program, unless otherwise approved for exceptions by the [Duke Access and Accommodation Services](#). Students should refer to their syllabi for any additional course-specific policies concerning assessments.

Student Computer Protocols

Student will be responsible for ensuring their personal computers meet the minimum compatibility requirements for the exam software OR coordinate as necessary with SON-IT for a loaner laptop.

- Students will ensure their computers and/or chargers (if necessary) are available on the day of the assessment. It is the students’ responsibility to ensure they have a working, compatible computer for all assessments.
- Students are responsible for downloading the assessment by the deadline set by the course faculty.
- Students may need to restart their laptops with faculty/proctor supervision as necessary for technical issues. If in person, a Universal Resume Code will be provided by the faculty/proctor.
- Students should have a faculty/proctor witness the successful upload of their assessment (currently demonstrated by a “green screen”) before leaving the assessment room (e.g., faculty/proctor stands at the front of the room and witnesses the “green screen” before a student closes their laptop and departs). If a student does not ensure their exam was successfully uploaded before departing the room, their assessment may fail to upload which could result in a delayed or impacted grade.

Student Conduct Protocols

Students will...

- Store all personal belongings with the exception of their laptops, laptop chargers, and earplugs (if desired) in their student lockers prior to entering the assessment room. The faculty/proctor will request that students who bring personal belongings other than a laptop, charger, and earplugs into the assessment room take those items to their locker before starting the assessment.
- Additional items that shall be stored in lockers and not be present in the assessment room include:
 - Hats, hoods, scarves, or sunglasses

- Smart watches or electric devices (including, but not limited to: Apple watch, Garmin watch, Fitbit, cameras, headphones, earbuds)
- Any food or beverage items (including water bottles)
- Arrive to the assessment room 10 minutes before the scheduled testing time.
- Refrain from talking or other communication during the entire assessment period unless speaking to the faculty/proctor. Only questions related to typographical errors will be permitted, no questions related to assessment content or question meaning will be answered.
- Refrain from leaving the assessment room while still completing an assessment unless it is an emergency.
- Refrain from looking at other computer screens or otherwise communicate (verbally or nonverbally) with other students.
- Refrain from taking pictures or capturing assessment questions in a reproducible format (including, but not limited to, screenshots, photographs, and writing down word for word) whether in-person, at home, or when reviewing an assessment.
- Enter and exit the assessment room as quietly as possible and refrain from talking or making noise immediately outside the room doors.

Environment Protocols

- Faculty/proctor are to provide either scratch paper and pencil or whiteboard and marker. If provided paper and pencil, students should write their full name on the piece of paper and turn it in prior to leaving the assessment room. Students are not allowed to use personal writing utensils or personal paper/whiteboards. Scratch paper taken outside of the assessment room (including copying scratch paper information into a computer document/file) may result in a score of “zero” for that assessment.
- If a calculator is required, only the one provided by faculty and/or available on the exam software can be utilized.

Faculty/Proctors will...

- Implement all of the above at all summative assessments and across all students/courses in the ABSN program.
- Ensure that all required materials (paper/whiteboard/writing utensils/calculators/etc.) are available and present in the assessment room at least 10 minutes before the start of the assessment
- Monitor students before and during the assessment. This includes, but is not limited to, the student procedures outlined above.

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.

Religious Observance and Holidays

DUSON has established procedures for students to notify their instructors of an absence to observe a

religious holiday. These procedures reflect the School's commitment to 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 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 the observance of a religious holiday.

No later than four weeks before 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 reserve the right to require missed course work to be completed prior to the anticipated absence. The student's signature on the form affirms compliance with the Duke Community Standard.

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

Course Format Definitions

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

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

Grades

Most courses in the School of Nursing counting towards the 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 scholarship, independent study, MSN clinical and synthesis courses, and the DNP Project. These courses are graded “Cr” or “NCr.” The designation “Cr” indicates that the student has successfully completed all the requirements for those credits registered. The designation “NCr” indicates that the student has failed the course and “NCr” is the equivalent of an F grade.

The ABSN Program has adopted the following rounding policy: A grade of A, B, C (with pluses and minuses) and F will be used to record the final course grade as it relates to the course material. Grades are not rounded until the final course grade is calculated. Grades of 0.5 and above will be rounded to the next whole number. Grades of 0.49 and below will not be rounded to the next highest grade. (For example, a final course grade of 89.46% would remain a B+.)

Incomplete Course Work (“I” Grade)

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

Adding, Dropping, or Withdrawing from a Course

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

The decision to withdraw from a course after the scheduled Drop/Add period requires the student to meet with 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 Assistant Dean for approval. The withdrawal will be indicated on the student’s transcript as a Withdrew (W). If the withdrawal is denied, the student must complete the course and will receive the final earned grade on their official academic transcript.

When a withdrawal is approved, the student should be aware that DUSON cannot guarantee course registration the next time it is offered. Consequently, the student may be delayed in completing the respective program for which they are 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.

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.

Time for Completion of Degree

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

Separation from the School of Nursing

Students may discontinue their studies at DUSON through a formal Leave of Absence or by withdrawal from the School as defined below.

Leave of Absence

All students enrolled in the School of Nursing must register for fall, spring and summer semesters until all degree requirements are completed, unless registration is waived via an approved leave of absence.

Leaves of absence can be either student-initiated or administratively initiated.

Students who find it necessary to interrupt their program of study because of medical necessity or other emergency reasons must make the request in writing to the ABSN Program Assistant Dean. 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.

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 six weeks of leave for the birth or adoption of a child. The student, faculty advisor, course faculty and ABSN Program Assistant Dean will determine modifications to accommodate the leave period. A record of this plan will be placed in the student's educational record. Depending on circumstances, the student may convert to a medical or personal leave 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, their faculty advisor and the ABSN Program Assistant Dean at least ninety days before the beginning of the semester in which they intend to return. They must also complete the [Return from Leave of Absence Form](#). 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 before returning from a leave of absence. The ABSN Program Assistant Dean 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 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 ABSN Program Assistant Dean stating that the student is cleared to resume the course of study including participation in clinical activities. This notification must be made at least ninety days prior to the beginning of the semester in which the student plans to return.

Re-matriculation Plans

Students will meet with the Assistant Dean 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.

Withdrawal from the School of Nursing

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

Student Request for Voluntary Withdrawal from the School of Nursing

If a student for any reason wishes to withdraw from the school, written notification must be made to the Office of 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 [Tuition Withdrawal Adjustment Policy](#). Students who have been granted a withdrawal from the school and wish to return must apply for re-admission according to regular admission policies.

Involuntary Withdrawal from the School of Nursing

Involuntary withdrawal (dismissal) from the School of Nursing can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. If a student's behavior gives the course faculty or ABSN Program Assistant Dean 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; emotional jeopardy is creating an environment of anxiety or distress which puts an individual at risk for emotional or psychological harm. Additionally, students will comply with all Duke University and School of Nursing policies, the Duke University Community Standard, and the School of Nursing's Academic Integrity and Professionalism Policy. Noncompliance may result in dismissal from the ABSN program.

Prior to any dismissal, the School of Nursing will follow due process procedures to investigate the issue and determine the course of action.

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 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 Academic Integrity and Professionalism Policy, professional standards of care, the Code of Ethics for Nurses, and/or inability to meet technical standards and regulations governing nursing practice through the individual state/district Nurse Practice Acts.

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), they must take and repeat the course before they can progress in the program. Students should be aware that courses are not taught every semester and earning an "F" grade will delay graduation.

CLINICAL PLACEMENT AND ACTIVITIES

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 should be prepared to travel up to 1 hour from DUSON and have varied schedules including evenings, nights, and weekends.

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 student's responsibility to ensure they are current with all core clinical requirements and to provide proper documentation of such.**

Prior to the time of initial enrollment in DUSON, 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 semester students at the time of matriculation to the program or during the orientation should have completed all of the following:

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.

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.)

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

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. The 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 clinical sites with which the School of Nursing partners to provide clinical experiences. Students must earn a score of 80% or higher (20 out of 25) to be considered successfully passing this requirement. Students will be notified by the School of Nursing Compliance Officer when to renew this requirement.

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 DUSON's 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 via 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 repeated or completed in a designated time period (for example, 30 days) before engaging in clinical activities at the agency. In this situation, a student may have to complete another drug screen. 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. Some known prescription drugs 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 ABSN Program Assistant Dean.

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 ABSN Program Assistant Dean.

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.

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

Resolving Non-compliance Issues:

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

Guidelines for All Clinical Experiences:

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

- 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;
- Meet the Duke University School of Nursing technical standards regarding effectively speaking, hearing, writing, and reading English;
- Effectively use technology;

- Learn, critically think, assess, independently solve problems, and demonstrate reasonable and prudent judgment; and
- Demonstrate physical and emotional health to meet the demands of nursing and to provide safe patient

Clinical Appearance and Attire Policy

The purpose of this policy is to ensure a professional appearance that reflects the standards of DUSON 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 students of attire for specialty or alternate settings.

The faculty of the ABSN program have established expectations for clinical attire (uniforms) in inpatient, outpatient, and community clinical settings and the Center for Nursing Discovery (CND) when completing clinical hours.

Recommendations for minimum uniform purchases are as follows:

- 2 Navy blue scrubs tops with sewn DUSON patch
- 2 Navy blue scrub pants or skirts
- 1 DUSON polo-style gray shirt with DUSON ABSN Student embroidery

Non-compliance: Students may be dismissed from the clinical experience by ABSN faculty, the Course Coordinator, a Clinical Instructor and/or agency personnel if the student’s clinical attire or appearance does not comply with this policy or agency policy. If dismissal occurs, 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 | <p>Navy blue scrub type uniform (design is student choice) including top and pants or skirt. Denim scrubs are not allowed.</p> <p>No hospital acquired scrub sets with any logo are allowed.</p> <p>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.</p> <p>Pants/skirts must fit at waist and must be hemmed at a length that does not drag on the floor.</p> <p>Scrubs should have a generally acceptable clean appearance of being unwrinkled.</p> <p>For infection control, the School of Nursing uniform should not be worn in other settings (i.e., grocery stores, malls, restaurants).</p> |

| Criteria | Requirements |
|------------------------------------|---|
| 2. Clothing other than scrubs | <p>Each agency has its own dress code. Students are required to adhere to the dress code at the assigned agency.</p> <p>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.</p> <p>Caps, hats, and bandanas that are not part of the clinical attire in a given area may not be worn. Religious headwear is permitted.</p> <p>A solid colored long sleeved fitted black, white, or gray undershirt may be worn under scrubs.</p> <p>Undergarments must not be visible.</p> <p>Students must wear a watch with a second hand or a watch with a method to count seconds while in clinical settings.</p> |
| 3. Shoes / socks | <p>Clean, closed toe, low heeled shoes, dark brown, navy, black or white leather or other non-permeable/penetrable material are required.</p> <p>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.</p> <p>Solid colored primarily white, red, black, gray, brown, or a combination of those non-patterned socks are to be worn.</p> |
| 4. Badge | <p>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.</p> <p>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.</p> <p>Lanyard nametags are prohibited in clinical settings</p> |
| 5. Appearance / Hygiene / Grooming | <p>Cleanliness and personal hygiene (including but not limited to bathing/showering and dental/oral hygiene) should be maintained to avoid unfavorable odors.</p> <p>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.</p> |
| 6. Hair (e.g., length, color) | <p>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 ponytail) must be maintained off the patient, unit work areas, medications, food and patient equipment.</p> |
| | <p>Hair, including facial hair, must be well trimmed, well groomed, clean, business-like in appearance and not obstruct vision or interfere with skill performance.</p> <p>Solid color headbands with no adornments may be worn to hold hair back.</p> <p>Faddish hair coloring (blue, green, purple, etc.) is prohibited.</p> |
| 7. Make-up | <p>Make-up must be minimal and conservative</p> |
| 8. Fingernails | <p>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.</p> |
| 9. Jewelry | <p>Only one band-style ring per hand may be worn.</p> <p>Dangling earrings and other dangling jewelry are prohibited in clinical areas.</p> |

| Criteria | Requirements |
|-------------------------------|--|
| 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. |
| 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 except for 2 and 3 above apply to all clinical sites, including outpatient and community clinical settings.

The following items are appropriate for 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. Religious headwear is permitted.
- Blouses made of sheer material (e.g., visible undergarments) and / or that 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.

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 individuals 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 ABSN Program Assistant Dean 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 their faculty advisor as soon as possible to discuss taking a leave of absence.

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 [Emergency Conditions](#) website.

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

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 the 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 ABSN Program Assistant Dean.

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 students 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.

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 and the Academic Integrity and Professionalism Policy, and the Duke University Community Standard. Noncompliance may result in dismissal from the global program and potentially the academic program in which students are 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 DUSON. A student who is dismissed is subject to lose course credit for the experience and the costs associated with the trip.. The student will also be required to pay the cost of a ticket change for an early return to Durham.

Degree Completion and Graduation

Intent to Graduate

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

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

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

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 standardized content-specific examinations 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. Other products are not included in the remediation solutions for the ABSN program and may be used by the students as a supplement.

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. The assessments are not meant to be content mastery testing; they are intended to help students identify topic areas they need to remediate to master content. Remediation is essential for student success and is based on topics missed on the assessment. Students should refer to individual course syllabi for remediation requirements.

During the last semester of the ABSN program, the program will examine each student's performance across the curriculum and readiness to successfully pass NCLEX-RN on the first attempt. A determination will be made if a weekly, non-credit bearing course and remediation is required, recommended, or optional.

All ABSN students are required to complete an NCLEX-RN live 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, they will need to meet with the ABSN Assistant Dean to establish a plan to complete an approved similar program.

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 ABSN Program Assistant Dean and an official transcript showing completion of all courses are sufficient documentation to apply for nursing licensure via examination in some states and U.S. territories. However, some states require documentation of graduation via official transcripts 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.

Graduate Recognition and Commencement

School of Nursing Hooding and Recognition Ceremonies

Each May and December, the School of Nursing hosts a Hooding and Recognition Ceremony for its graduates to recognize and celebrate their accomplishments. All graduates are encouraged to attend this ceremony. December graduates participate in the December ceremony and May graduates participate in the May 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](#).

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.

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 degree address on record.

NON-ACADEMIC POLICIES AND PROCEDURES

Duke University – Tobacco Free Campus Policy

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

Alcohol / Drug Policy

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

Duke University prohibits members of its community to manufacture, sell, deliver, possess, use, or be under the influence of a controlled substance without legal authorization. A controlled substance includes any drug, substance or immediate precursor covered under the North Carolina Controlled Substances Act, including but not limited to opiates, barbiturates, amphetamines, marijuana, and hallucinogens. The possession of drug paraphernalia is also prohibited under North Carolina state law and university policy. Drug paraphernalia includes all equipment, products and material of any kind that are used to facilitate, or intended or designed to facilitate, violations of the North Carolina Controlled Substances Act.

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

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

Reasonable Accommodation Process

Students who wish to be considered for reasonable accommodations at Duke University must self-identify to the [Duke Access and Accommodation Service/Student Disability Access Office](#).

Students currently enrolled at Duke University who want information about receiving consideration for reasonable accommodations should contact [Duke Access and Accommodation Services/Student Disability Access Office](#) at (919) 668-1267 for information.

Duke University Office for Institutional Equity

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

Duke University Non-Discrimination Statement

Duke is committed to encouraging and sustaining a learning and work community that is free from

prohibited discrimination and harassment. Duke does not discriminate on the basis of age, color, disability, gender, gender identity, gender expression, genetic information, national origin, race, religion, sex (including pregnancy and pregnancy-related conditions), sexual orientation, or military status, in the administration of its educational policies, admission policies, financial aid, employment, or any other institution program or activity.

Duke has designated the Vice President for Institutional Equity and Chief Diversity Officer as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies. More information is available on the [OIE website](#).

Communication between Duke University and Students

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

Use of Social Media

Overview

The Duke University School of Nursing (DUSON) recognizes and supports the professional use of social media by faculty, staff and students. In using social media, members of the DUSON community have an obligation to conduct themselves in accordance with all clinical institutional social media policies, Duke University Community Standard and the DUSON Academic Integrity and Professionalism Policy.

Social Media Defined:

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

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

All faculty, staff and students within the DUSON community are expected to observe professional standards for communication in all interactions and exercise wisdom and caution in using social media.

Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity. Bear in mind that people have been denied employment because of information posted on social networking sites.

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

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

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

Consequences:

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

Employees are subject to these consequences including termination.

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

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

Creating Social Media Pages and Sites:

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

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

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

DUSON Student Flu Policy

Purpose:

Duke Health - which includes Duke University Health System (DUHS) and the Schools of Nursing and Medicine—is committed to reducing the prevalence of the influenza virus within our community. Students enrolled in all programs at the Duke University School of Nursing must abide by the [Healthcare Worker Flu Vaccination Policy and Procedure](#). Per the policy, healthcare workers includes 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.

A 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 of 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:

In September of each year, the Vice Dean for Academic and Student Affairs will contact all currently enrolled DUSON students (on campus, online/distance based) via their Duke email account 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. If students receive the vaccine from a provider outside of the Duke network or from some Duke-affiliated practices, they will need to send documentation of the shot to SON_StudentCompliance@dm.duke.edu or fax to 919-681-0715. Students enrolled in the ABSN and Nurse Anesthesia Programs should submit documentation via the [CastleBranch](#) 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 the Office of Student Services for the Assistant Dean of each program to review. The School of Nursing has final approval of all exemptions. Students required to attend a clinical may be required to submit additional documentation to that clinical site and exemption approval may be determined by that site. Medical or religious exemptions may preclude students from completing their clinical experiences at certain sites.

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

RESOURCES (DUKE UNIVERSITY)

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

Duke Student Health Services

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

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

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

Student Mental Health Services

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

Services include confidential assessment and brief counseling/psychotherapy regarding personal concerns 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.

Blue Devils Care

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

DukeReach

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

Safety

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

Duke University Police

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

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

Get Assistance

Get Assistance provides resources so that students can feel safe and welcome at Duke as well as information on how to report an incident; gain help in an emergency or crisis situation; and access health and wellness and other services.

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 Student Center](#) provides educational services and advocacy to the international population at Duke as well as outreach to the Durham community. The Center 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.

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

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

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

Graduates and Professional Student Council (GPSC)

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

Students interested in representing the School of Nursing should inquire through the DUSON Student Government (Student Council) regarding election to GPSC.

The Libraries

The Duke University Library system, with more than seven million volumes, ranks among the top ten private research libraries in the United States. Its collections also include extensive holdings of serials, electronic resources, digital collections, and media, and more than fifteen million manuscripts. The system

includes the Perkins/Bostock main library and the David M. Rubenstein Rare Book and Manuscript Library/University Archives on West Campus; Lilly Library (fine arts, philosophy, film and video, performing arts) and the Music Library on East Campus; and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort, North Carolina. The Duke University Library system also includes four independently administered libraries: the Divinity School Library, the Ford Library at The Fuqua School of Business, the Goodson Law School Library, and the Duke University Medical Center Library. For more information about the resources and hours of operation of each of the libraries, visit the [Duke University Libraries website](#).

The Duke University Medical Center Library (DUMCL)

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

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

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

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

DUSON GENERAL INFORMATION

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

throughout the academic year).

Student Identification Badges / Cards

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

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

Parking

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

ePrint

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

Name and Address Changes

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

Technology Support

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

DUSON RESOURCES TO SUPPORT STUDENTS

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

- Student Success Center
- Stress First Aid
- Student Technology Resources

DUSON STUDENT ORGANIZATIONS

The School of Nursing has a plethora of student organizations that offer activities to support and interest students. A comprehensive listing of these organizations as well as information about joining or starting a student organization is available on the [DUSON website](#).

Appendix A

Duke University School of Nursing

Student Complaint and Dispute Resolution Process

For Academic Issues

Purpose

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

Resolution Process¹

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

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

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

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

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

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

1. Date of Occurrence:

2. Individual(s) directly involved:

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

4. Resolution sought:

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

Student Name: _____

Student Signature: _____

Date: _____

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

Appendix B

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

Purpose

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

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

*The Duke Community Standard**

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

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

To uphold the Duke Community Standard:

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

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

Policy

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

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

A. Honesty

The following are examples of meeting the value of honesty:

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

B. Trust

The following are examples of meeting the value of trust:

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

C. Fairness

The following are examples of meeting the value of fairness:

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

D. Respect

The following are examples of meeting the value of respect:

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

- Treating all persons with respect in accordance with Duke University policies and requirements.
- Demonstrating respect for the cultural backgrounds of all people.
- Treating all members of the DUSON community, patients, research participants, and family members with respect and dignity at all times, both in their presence and in discussions about them with fellow students and professional colleagues.
- Respecting the rights of patients and research participants and their families to be informed about and to participate in decision-making concerning their health care or participation in research.
- Communicating truthfully with patients, research participants, families, and professional colleagues in all clinical situations to avoid misrepresentation.
- Respecting the modesty and privacy of all patients and research participants.
- Maintaining a professional appearance consistent with clinical site and/or school requirements.
- Respecting the time of members of the DUSON community, patients, research participants, families, and professional colleagues by avoiding late arrivals and early departures.
- Maintaining civility and professional behavior at all times in the classroom, laboratory, clinic, hospital, and all others settings where health care is delivered.
- Respecting the intellectual property and educational and research materials of others by complying with principles of fair use and copyright law, and by avoiding unauthorized appropriation, reproduction, or dissemination of course materials in any medium (print, audio, visual, multi-media, and online).

E. Responsibility

The following are examples of meeting the value of responsibility:

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

F. Courage

The following are examples of meeting the value of courage:

- Refusing to take examinations or to complete assignments¹ for any other student.
- Refusing to give unauthorized aid to other students or to receive unauthorized aid from other students on tests, quizzes, examinations, or assignments¹.
- Promptly reporting any suspected violations of academic integrity to the appropriate DUSON community member (as specified in Appendix C).
- Refraining from all other behaviors that clearly compromise intellectual integrity and honesty.

Appendix C

Duke University School of Nursing

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

Purpose

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

Resolution Process³

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

Request for Board Review⁴

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

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

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

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

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

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

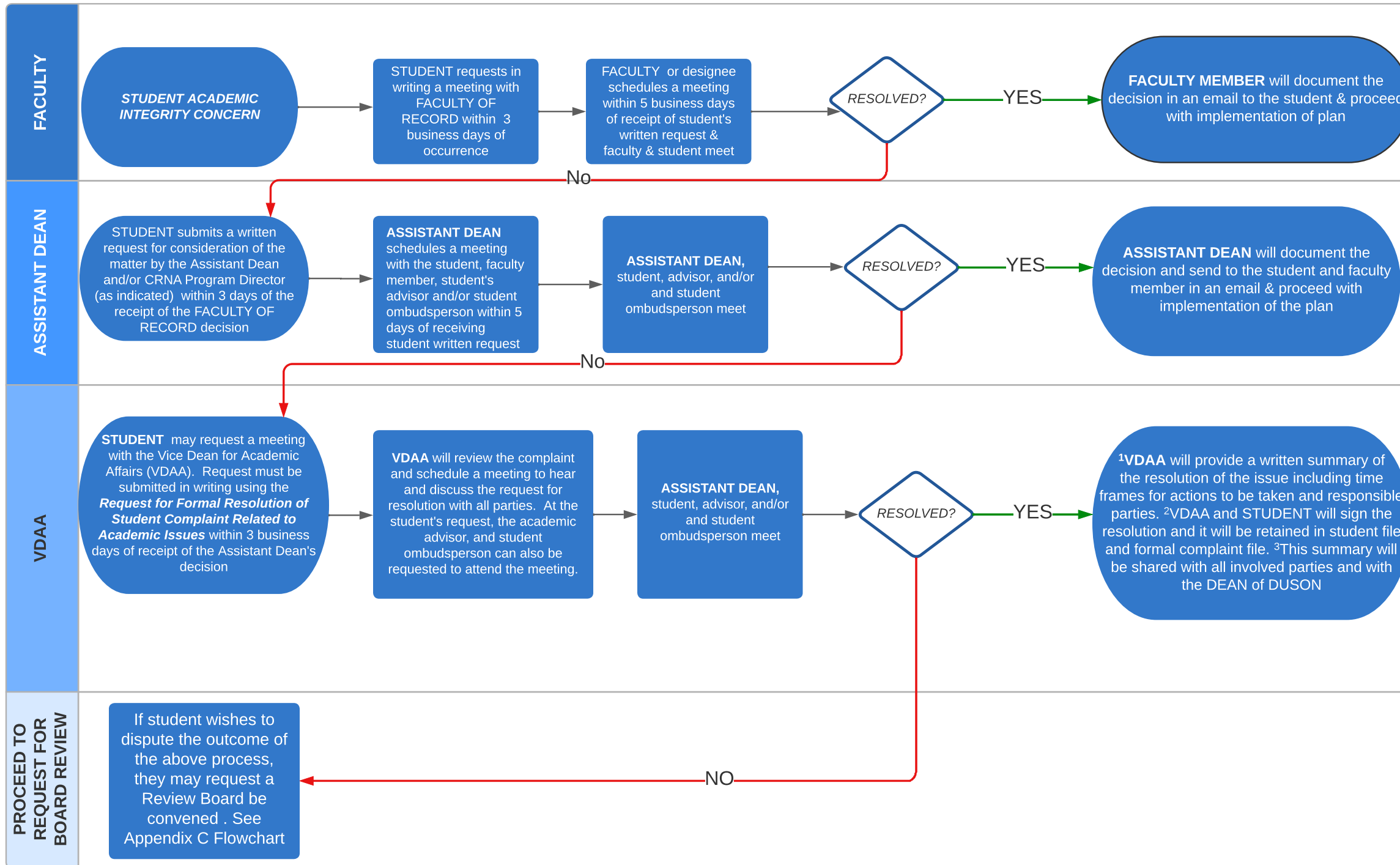
The student's appeal request must identify the ground(s) for appeal. Appeals are based solely on the written record (including any written submission or response provided by the student or Review Board), unless determined otherwise by the Dean. When an appeal is received, the Integrity Review Board will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

Appendix A and C Flowcharts

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

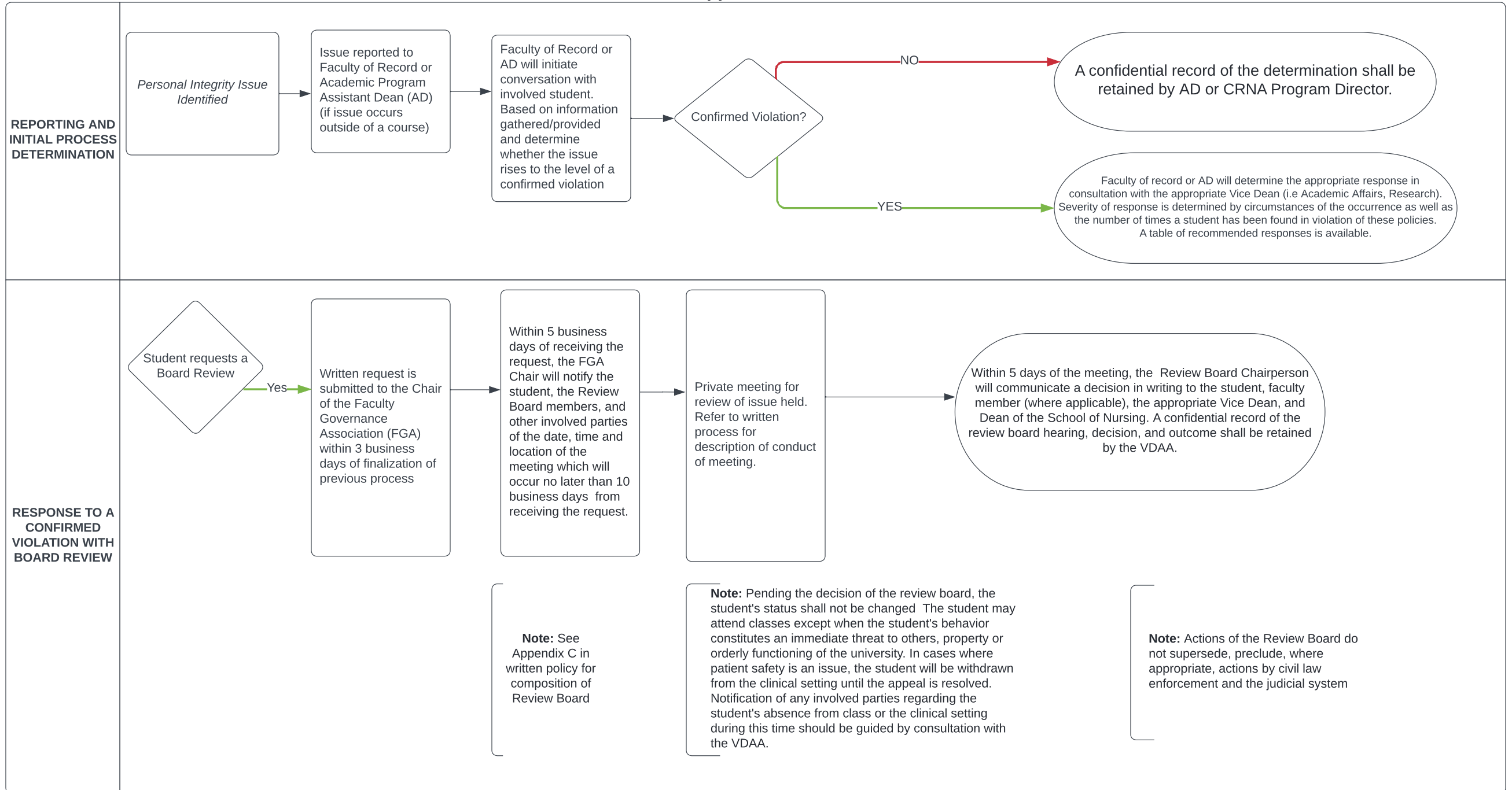
STUDENT COMPLAINT AND DISPUTE RESOLUTION PROCESS FOR ACADEMIC ISSUES

Appendix B Flowchart



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

Appendix C



Appendix D ABSN Curriculum

| Course # | Course Name | Course Credits |
|-------------|--|----------------|
| Semester 1 | | |
| Nursing 388 | Health Assessment & Foundations for Nursing Practice Across the Lifespan | 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) | 3 |
| | 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 action plan for how the student will meet the identified objective. |
| | | |
| | | |
| Student Comments: | | |

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; emotional jeopardy is creating an environment of anxiety or distress which puts an individual at risk for emotional or psychological harm. 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.

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 | Faculty Signature | Date |
|-------------------|------|-------------------|------|

| | | | |
|-----------|------|-----------|------|
| Signature | Date | Signature | Date |
|-----------|------|-----------|------|

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

| | | | |
|-------------------|------|-------------------|------|
| Student Signature | Date | Faculty Signature | Date |
|-------------------|------|-------------------|------|

| | | | |
|-----------|------|-----------|------|
| Signature | Date | Signature | Date |
|-----------|------|-----------|------|