
bulletin of

Duke University

2012-2013

School of Nursing



The Mission of Duke University

James B. Duke's founding Indenture of Duke University directed the members of the University to "provide real leadership in the educational world" by choosing individuals of "outstanding character, ability and vision" to serve as its officers, trustees and faculty; by carefully selecting students of "character, determination and application;" and by pursuing those areas of teaching and scholarship that would "most help to develop our resources, increase our wisdom, and promote human happiness."

To these ends, the mission of Duke University is to provide a superior liberal education to undergraduate students, attending not only to their intellectual growth but also to their development as adults committed to high ethical standards and full participation as leaders in their communities; to prepare future members of the learned professions for lives of skilled and ethical service by providing excellent graduate and professional education; to advance the frontiers of knowledge and contribute boldly to the international community of scholarship; to promote an intellectual environment built on a commitment to free and open inquiry; to help those who suffer, cure disease and promote health, through sophisticated medical research and thoughtful patient care; to provide wide ranging educational opportunities, on and beyond our campuses, for traditional students, active professionals and life-long learners using the power of information technologies; and to promote a deep appreciation for the range of human difference and potential, a sense of the obligations and rewards of citizenship, and a commitment to learning, freedom and truth.

By pursuing these objectives with vision and integrity, Duke University seeks to engage the mind, elevate the spirit, and stimulate the best effort of all who are associated with the University; to contribute in diverse ways to the local community, the state, the nation and the world; and to attain and maintain a place of real leadership in all that we do.

Adopted by the Board of Trustees on February 23, 2001.

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Duke University
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School of Nursing

EDITOR
Elizabeth P. Flint
COORDINATING EDITOR
Rob Hirtz
PRODUCTION COODINATOR
Sarah Kibler
PHOTOGRAPHS
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The information in this bulletin applies to the academic year 2012-2013 and is accurate and current, to the extent possible, as of July, 2012. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

Duke University does not discriminate on the basis of race, color, national and ethnic origin, disability, sexual orientation or preference, gender, or age in the administration of educational policies, admission policies, financial aid, employment, or any other university program or activity. It admits qualified students to all the rights, privileges, programs, and activities generally accorded or made available to students. The university also does not tolerate harassment of any kind.

Questions, comments or complaints of discrimination or harassment should be directed to the Office of the Vice-President for Institutional Equity, (919) 684-8222. Further information, as well as the complete text of the harassment policy, may be found at <http://www.duke.edu/web/equity/>.

Duke University recognizes and utilizes electronic mail as a medium for official communications. The university provides all students with e-mail accounts as well as access to e-mail services from public clusters if students do not have personal computers of their own. All students are expected to access their e-mail accounts on a regular basis to check for and respond as necessary to such communications, just as they currently do with paper/ postal service mail.

Information that the university is required to make available under the Student Right to Know and Campus Security Acts may be obtained from the Office of University Relations at 919-684-2823 or in writing to 615 Chapel Drive, Box 90563, Duke University, Durham, North Carolina 27708.

Duke University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, Master's, doctorate, and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Duke University.

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School of Nursing Academic Calendar

SUMMER 2012

May 15	Tuesday. New graduate student orientation
May 16	Wednesday. Summer 2012 semester School of Nursing classes begin. The Monday class schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 17. Drop/add continues
May 17	Thursday. Regular class meeting schedule begins.
May 28	Monday. Memorial Day holiday. No classes are held
May 30	Wednesday. Summer drop/add ends
July 3	Tuesday. 11:00 p.m. ABSN students only: ABSN summer recess begins
July 4	Wednesday. Independence Day holiday observed. No classes are held
July 9	Monday. 7:00 a.m. ABSN summer recess ends and ABSN classes resume
August 9	Thursday. Summer classes end
August 10	Friday. Final examinations begin
August 12	Sunday. Final examinations end

FALL 2012

August 21	Tuesday. New student orientation (ABSN orientation continues through Thursday, August 23)
August 22	Wednesday. 11:00 a.m. Convocation for new undergraduate students; 4:00 p.m. Convocation for graduate and professional school students
August 27	Monday. Fall 2012 semester classes begin. Drop/add continues
September 3	Monday. Labor Day. Classes in session
September 7	Friday. 5:00 p.m. Drop/add ends
September 27	Thursday. 4:00 p.m. Founder's Convocation
September 30	Sunday. Founders' Day
October 12	Friday. 7:00 p.m. Fall break begins
October 17	Wednesday. Classes resume
October 31	Wednesday. Registration begins for Spring 2013 semester
November 14	Wednesday. Registration ends for Spring 2013 semester
November 15	Thursday. Drop/add begins for Spring 2013 semester
November 20	Tuesday. 10:30 p.m. Thanksgiving recess begins
November 26	Monday. Classes resume
November 30	Friday. Graduate classes end
December 7	Friday. Undergraduate classes end
December 8	Saturday. 11:00 a.m. Graduation Recognition Ceremony
December 11	Tuesday. Final examinations begin
December 16	Sunday. 10:00 p.m. Final examinations end

SPRING 2013

January 3	Thursday. 8:00 a.m. ABSN new student orientation begins. ABSN orientation continues Friday, January 4
January 7	Monday. Orientation for all new DUSON students
January 9	Wednesday. Spring 2013 semester begins. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, January 10. Drop/add continues
January 10	Thursday. Regular class meeting schedule begins
January 21	Monday. Martin Luther King, Jr. Day holiday
January 23	Wednesday. 5:00 p.m. Drop/add ends for Spring 2013 semester
February 18	Monday. Registration begins for Summer 2013 semester
March 8	Friday. 7:00 p.m. Spring recess begins
March 18	Monday. Classes resume
April 3	Wednesday. Registration begins for Fall 2013 semester; Summer 2013 registration continues
April 12	Friday. Registration ends for Fall 2013 semester; Summer 2013 registration continues
April 13	Saturday. Drop/add begins for Fall 2013 semester
April 17	Wednesday. Graduate classes end
April 24	Wednesday. Undergraduate classes end
April 29	Monday. Final examinations begin
May 4	Saturday. 10:00 p.m. Final examinations end
May 10	Friday. Commencement begins
May 12	Sunday. Graduation exercises; conferring of degrees; School of Nursing Hooding and Recognition Ceremony

SUMMER 2013

May 15	Wednesday. Summer 2013 semester School of Nursing classes begin. The Monday class schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 16. Drop/add continues
May 16	Thursday. Regular class meeting schedule begins.
May 27	Monday. Memorial Day holiday. No classes are held
May 29	Wednesday. Drop/Add ends for Summer 2013 semester
July 2	Tuesday. 11:00 p.m. ABSN students only: ABSN summer recess begins
July 4	Thursday. Independence Day holiday observed. No classes are held.
July 8	Monday. 7:00 a.m. ABSN students only: ABSN summer recess ends and ABSN classes resume.
August 8	Thursday. Summer classes end
August 9	Friday. Final examinations begin
August 11	Sunday. Final examinations end

Refer to the [School of Nursing website](#) for up-to-date calendar information.

Administration

General University Administration

Richard H. Brodhead, PhD, President
Victor J. Dzau, MD, Chancellor for Health Affairs; and President and Chief Executive Officer, Duke University Health System, Inc.
Peter Lange, PhD, Provost
Tallman Trask III, MBA, PhD, Executive Vice President
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
Michael Merson, MD, Interim Vice President and Vice Provost, Global Strategy and Programs
Larry Moneta, EdD, Vice President, Student Affairs
Benjamin Reese, PsyD, Vice President, Office for Institutional Equity
Richard Riddell, PhD, Vice President and University Secretary
Michael J. Schoenfeld, MS, Vice President, Public Affairs and Government Relations
Robert Shepard, PhD, Vice President, Alumni Affairs and Development
Timothy Walsh, MBA, Vice President for Finance
Kevin M. White, PhD, Vice President and Director of Athletics
Phail Wynn, Jr., MBA, EdD, Vice President, Durham and Regional Affairs
Nancy C. Andrews, MD, PhD, Dean, School of Medicine
Paula B. McClain, PhD, Dean, Graduate School
William Boulding, PhD, Dean, Fuqua School of Business
William L. Chameides, PhD, Dean, Nicholas School of the Environment
Catherine L. Gilliss, DNSc, Dean, School of Nursing & Vice Chancellor for Nursing Affairs
Richard Hays, PhD, Dean, Divinity School
Thomas C. Katsouleas, PhD, Dean, Pratt School of Engineering
Bruce R. Kuniholm, PhD, Dean, Sanford School of Public Policy
David F. Levi, JD, Dean, School of Law
Stephen Nowicki, PhD, Dean and Vice Provost, Undergraduate Education
Laurie L. Patton, PhD, Dean of Arts and Sciences
Nancy Allen, MD, Vice Provost, Faculty Diversity and Faculty Development
Deborah Jakubs, PhD, Vice Provost for Library Affairs
Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Susan Roth, PhD, Vice Provost for Interdisciplinary Studies
James Siedow, PhD, Vice Provost for Research
Keith Whitfield, PhD, Vice Provost for Academic Affairs
Neal F. Triplett, MBA, President & CEO, DUMAC
John J. Noonan, MBA, Vice President, Facilities

Health System and Medical Center Administration

Victor J. Dzau, MD, Chancellor for Health Affairs; President and Chief Executive Officer, Duke University Health System
William J. Fulkerson, Jr., MD, Executive Vice President, Duke University Health System
Nancy C. Andrews, MD, PhD, Vice Chancellor for Academic Affairs and Dean, School of Medicine
Catherine Lynch Gilliss, DNSc, RN, FAAN, Vice Chancellor for Nursing Affairs and Dean, School of Nursing
Kenneth C. Morris, MPA, Senior Vice President, Chief Financial Officer, and Treasurer, Duke University Health System
Ann Brown, MD, MS, Vice Dean for Faculty, Duke University School of Medicine
Monte D. Brown, MD, Vice President for Administration, Duke University Health System and Associate Dean of Veterans Affairs, Duke University School of Medicine
Edward Buckley, MD, Vice Dean for Medical Education, Duke University School of Medicine

Robert M. Califf, MD, Vice Chancellor for Clinical Research, Duke University
 Patrick J. Casey, PhD, Senior Vice Dean of Research, Duke-NUS Graduate Medical School
 Jeffrey Ferranti, MD, MS, Chief Medical Informatics Officer, Duke Medicine
 Karen Frush, MD, Chief Patient Safety Officer, Duke University Health System
 Mary Ann Fuchs, DNP, RN, Chief Nursing and Patient Care Services Officer, Duke University Hospital and Duke University Health System
 Scott Gibson, MBA, Executive Vice Dean for Administration, School of Medicine
 Art Glasgow, Chief Information Officer and Vice President, Duke Medicine
 Sally Kornbluth, PhD, Associate Vice Chancellor for Academic Planning, Duke University and Vice Dean for Basic Science, Duke University School of Medicine
 K. Ranga R. Krishnan, MB ChB, Dean, Duke-NUS Graduate Medical School
 Ellen Medearis, Vice President, Duke Medicine Development & Alumni Affairs
 Michael H. Merson, MD, Vice Chancellor, Duke-NUS Graduate Medical School and Director, Duke Global Health Institute
 Paul Newman, MHA, Executive Director, Duke Private Diagnostic Clinic and Duke Patient Revenue Management Organization; Vice President for Ambulatory Care Division, Duke University Health System
 Billy Newton, BSBA, Vice Dean for Finance and Resource Planning, Duke University School of Medicine
 Theodore N. Pappas, MD, Vice Dean for Medical Affairs, Duke University School of Medicine
 Carl E. Ravin, MD, President, Private Diagnostic Clinic (PDC)
 Stephen R. Smith, MEA, Chief Human Resources Officer, Duke Medicine
 Kevin W. Sowers, MSN, RN, FAAN, President, Duke University Hospital
 Mark A. Stacy, MD, Vice Dean for Clinical Research, Duke University School of Medicine
 Krishna Udayakumar, MD, MBA, Head of Global Innovation, Duke Medicine
 Douglas B. Vinsel, MHA, President, Duke Health Raleigh Hospital
 Kerry Watson, MA, President, Durham Regional Hospital

School of Nursing Administration

Catherine Lynch Gilliss, DNSc, RN, FAAN, Dean of the School of Nursing and Vice Chancellor for Nursing Affairs
 Elizabeth I. Merwin, PhD, RN, FAAN, Executive Vice Dean
 David S. Bowersox, MBA, Associate Dean, Business and Finance
 Diane Holditch-Davis, PhD, RN, FAAN, Associate Dean, Research Affairs
 Fran Mauney, MEd, BSN, RN, Associate Dean, Development and Alumni Affairs
 Dorothy Lewis Powell, EdD, RN, FAAN, Associate Dean, Office of Global and Community Health Initiatives
 Michael V. Relf, PhD, RN, ACNS-BC, AACRN, CNE, FAAN, Assistant Dean for Undergraduate Education and Accelerated BSN Program Director
 Michael E. Zychowicz, DNP, ANP-C, ONP-C, FAANP, MSN Program Director
 Barbara S. Turner, DNSc, RN, FAAN, DNP Program Director
 Debra Huffman Brandon, PhD, RN, CCNS, FAAN, PhD Program Director
 Theresa M. Valiga, EdD, RN, FAAN, Director, Institute for Educational Excellence
 Kristi Rodriguez, MEd, BS, Assistant Dean for the Office of Admissions and Student Services
 Marilyn M. Lombardi, PhD, Director, Center of Nursing Collaboration, Entrepreneurship, and Technology

School of Nursing Faculty

Ruth A. Anderson, PhD, RN, FAAN, University of Texas at Austin, 1987, Virginia Stone Professor of Nursing
 Melissa Batchelor Aselage, PhD, RN-BC, FNP-BC, Medical University of South Carolina, 2011, Assistant Professor
 Donald E. Bailey, Jr., PhD, RN, University of North Carolina at Chapel Hill, 2002, Associate Professor

Julie V. Barroso, PhD, ANP, APRN, BC, FAAN, University of Texas at Austin, 1993, Professor
Janet A. Prvu Bettger, ScD, FAHA, Boston University, 2006, Assistant Professor
Jane Blood-Siegfried, DNSc, RN, CPNP, University of California at Los Angeles, 1995, Professor
Margaret T. Bowers, DNP, RN, FNP-BC, A.A.C.C., University of Colorado-Denver, 2012, Assistant Professor
Wanda Todd Bradshaw, MSN, RN, NNP-BC, PNP, CCRN, Duke University, 1996, Assistant Professor
Debra Huffman Brandon, PhD, RN, CCNS, FAAN, University of North Carolina at Chapel Hill, 2000, PhD Program Director and Associate Professor
John M. Brion, Jr., PhD, RN, CHES, Ohio State University, 2007, Assistant Professor
Margaret Jean Carman, DNP, ACNP-BC, CEN, Duke University, 2010, Assistant Professor
Brigit M. Carter, PhD, RN, CCRN, University of North Carolina at Chapel Hill, 2009, Assistant Professor
Mary Thomson Champagne, PhD, RN, FAAN, University of Texas at Austin, 1981, Laurel Chadwick Professor of Nursing
Penny Lynnette Cooper, MSN, RN, FNP-BC, CCRN, Duke University, 2002, Assistant Professor
Kirsten N. Corazzini, PhD, University of Massachusetts at Boston, 2000, Associate Professor
Lisa J. Day, PhD, RN, CNRN, CNE, University of California, San Francisco, 1999, Assistant Professor
Anne Lynn Derouin, DNP, RN, CPNP, Duke University, 2010, Assistant Professor
Sharron L. Docherty, PhD, RN, CPNP-AC/PC, University of North Carolina at Chapel Hill, 1999, Associate Professor
Jennifer René Dungan, PhD, RN, University of Florida, 2006, Assistant Professor
Alison H. Edie, DNP, RN, FNP, Georgia Southern University, 2012, Assistant Professor
Shelly S. Eisbach, PhD, RN, University of Iowa, 2009, Assistant Professor
Catherine Lynch Gilliss, DNSc, RN, FAAN, University of California, San Francisco, 1983, Dean of the School of Nursing and Vice Chancellor for Nursing Affairs; Helene Fuld Health Trust Professor of Nursing
Helen Ann Gordon, DNP, RN, CNM, Case Western Reserve University, 2012, Assistant Professor
Bradi Bartrug Granger, PhD, RN, FAAN, University of North Carolina at Chapel Hill, 2004, Associate Director, Duke Translational Nursing Institute and Associate Professor
James Lester Harmon, DNP, RN, ANP-BC, AAHIVS, Duke University, 2012, Assistant Professor
Sharon Jeanette Hawks, DNP, CRNA, Duke University, 2010, Assistant Professor
Cristina Cu Hendrix, DNS, GNP-BC, FNP, Louisiana State University, 2001, Associate Professor
Marilyn Hockenberry, PhD, RN, PNP-BC, FAAN, Medical College of Georgia, 1992, Professor
Diane L. Holditch-Davis, PhD, RN, FAAN, University of Connecticut, 1985, Associate Dean for Research Affairs and Marcus E. Hobbs Professor of Nursing
Constance Margaret Johnson, PhD, MS, RN, University of Texas Health Science Center, 2003, Associate Professor
Diane L. Kelly, DrPH, MBA, RN, University of North Carolina at Chapel Hill School of Public Health, 2002, Assistant Professor
Robin Britt Knobel, PhD, RNC, NNP, University of North Carolina at Chapel Hill, 2006, Assistant Professor
Camille Eckerd Lambe, PhD, RN, AOCN, NP, University of North Carolina at Chapel Hill, 2006, Assistant Professor
Janet Anne Levy, PhD, University of Kansas, 1983, Assistant Professor
Isaac M. Lipkus, PhD, University of North Carolina at Chapel Hill, 1991, Professor
Marilyn M. Lombardi, PhD, University of California at Los Angeles, 1987, Director, Center of Nursing Collaboration, Entrepreneurship and Technology and Associate Professor
Marcia S. Lorimer, MSN, RN, CPNP, University of Virginia, 1988, Assistant Professor
Eleanor Schildwachter McConnell, PhD, RN, GCNS, BC, University of North Carolina at Chapel Hill, 1995, Associate Professor
Elizabeth I. Merwin, PhD, RN, FAAN, Virginia Commonwealth University, 1988, Executive Vice Dean and Professor

Brett T. Morgan, DNP, CRNA, Johns Hopkins University, 2009, Assistant Professor
 Virginia (Chris) Muckler, DNP, CRNA, Duke University, 2011, Assistant Professor
 Brenda Marion Nevidjon, MSN, RN, FAAN, University of North Carolina at Chapel Hill, 1978, Professor
 Wei Pan, PhD, Michigan State University, 2001, Associate Professor
 Jane Peace, PhD, RN, FNP, University of Wisconsin at Madison School of Nursing, 2008, Assistant Professor
 Katherine Colligan Pereira, DNP, RN, FNP-BC, ADM-BC, Duke University, 2012, Assistant Professor
 Beth Cusatis Phillips, MSN, RN, CNE, Duke University, 1993, Assistant Professor
 Dorothy Lewis Powell, EdD, RN, FAAN, College of William and Mary, 1983, Associate Dean for Global & Community Health Initiatives and Professor
 Marva L. Mizell Price, DrPH, RN, FNP, FAANP, FAAN, University of North Carolina at Chapel Hill, 1994, Associate Professor
 Michael V. Relf, PhD, RN, ACNS-BC, AACRN, CNE, FAAN, Johns Hopkins University, 2001, Assistant Dean for Undergraduate Education, Accelerated BSN Program Director, and Associate Professor
 Karin Reuter-Rice, PhD, CPNP, University of San Diego, 2006, Assistant Professor
 Sharron Rushton, MSN, MS, RN, Duke University, 2002, Assistant Professor
 Valerie K. Sabol, PhD, ACNP-BC, GNP-BC, University of Maryland, 2009, Associate Professor
 Susan Moeller Schneider, PhD, RN, AOCN, ACNS-BC, FAAN, Case Western Reserve University, 1998, Associate Professor
 William Michael Scott, DNP, FNP-BC, Georgia Southern University, 2011, Assistant Professor
 Nancy Munn Short, DrPH, MBA, RN, University of North Carolina at Chapel Hill, 2003, Associate Professor
 Susan Gray Silva, PhD, North Carolina State University, 1991, Associate Professor
 Eleanor Lowndes Stevenson, PhD, RN, New York University, 2011, Assistant Professor
 Dori Taylor Sullivan, PhD, RN, NE-BC, CPHQ, FAAN, University of Connecticut, 1990, Professor
 Paula Tanabe, PhD, MPH, RN, University of Illinois-Chicago, 1996, Associate Professor
 Deirdre Kling Thornlow, PhD, RN, CPHQ, University of Virginia, 2007, Assistant Professor
 James Franklin Titch, DNP, CRNA, Duke University, 2011, Assistant Professor
 Kathryn J. Trotter, DNP, RN, CNM, FNP-C, Duke University, 2012, Assistant Professor
 Barbara S. Turner, DNSc, RN, FAAN, University of California at San Francisco, 1984, DNP Program Director and Elizabeth P. Hanes Professor of Nursing
 George H. Turner, III, MA, RPh, Webster University, 1978, Assistant Professor
 Kathleen M. Turner, DNP, RN, Duke University, 2012, Assistant Professor
 Queen E. Utlely-Smith, EdD, RN, North Carolina State University, 1999, Associate Professor
 Charles Andrew Vacchiano, PhD, CRNA, Medical University of South Carolina, 1995, Professor
 Theresa M. Valiga, EdD, RN, FAAN, Teachers College, Columbia University, 1981, Director, Institute for Educational Excellence and Professor
 Allison Amend Vorderstrasse, DNSc, APRN, CNE, Yale University, 2006, Assistant Professor
 Terry Ward, PhD, RN, University of North Carolina at Greensboro, 2008, Assistant Professor
 Kathryn Alice Wood, PhD, RN, University of California, San Francisco, 1996, Assistant Professor
 Bei Wu, PhD, University of Massachusetts-Boston, 2000, Professor
 Tracey L. Yap, PhD, RN, University of Cincinnati, 2008, Assistant Professor
 Michael E. Zychowicz, DNP, ANP-C, ONP-C, FAANP, Case Western Reserve University, 2006, MSN Program Director and Associate Professor

Faculty Appointments

Dean Emeritus: Ruby L. Wilson, EdD, MSN, RN, FAAN

Professor Emeritus of Nursing: Linda Lindsey Davis, PhD, RN, FAAN, Professor Emeritus of Nursing

Associate Professors Emeritus of Nursing: Dorothy J. Brundage, PhD, RN; Susan Denman, PhD, RN, FNP-BC; Judith C. Hays, PhD, RN; Ada Most, EdD, RN; Jerri Moser Oehler, PhD, RN

Assistant Clinical Professors Emeritus of Nursing: Donna W. Hewitt, MN, BS; Ruth M. Ouimette, MSN, RN, ANP

Adjunct Professor: Wendy Demark-Wahnefried, PhD, RD, LDN

Adjunct Associate Professors: Alta Whaley Andrews, DrPH, RN; Virginia Johnston Neelon, PhD, RN

Adjunct Assistant Professors: Lucille B. Bearon, PhD, RN; Linda Ann Bergstrom, PhD, MEd, RN, CNM; Nellie Schmidt Drees, DNSc, RN; Sherry W. Fox, PhD, RN

Consulting Professors: Anthony Thomas Dren, PhD; George Knafl, PhD; Margaret Shandor Miles, PhD, RN, FAAN; René Schwendimann, PhD, RN

Associate Consulting Professors: Robert Phillip Blessing, DNP, RN, ACNP; Pamela Ballance Edwards, EdD, MSN, RN-BC, CNE; James R. Vroom, DHA, MHA

Assistant Consulting Professor: Julia W. Aucoin, DNS, MSN, BSN, RN-BC, CNE

Research Associate: Julie A. Thompson, PhD

Consulting Associates: Gale Brown Adcock, MSN, RN, FNP, CS; Natalie Ammarell, PhD, MA; Alicia C. Arvidson, MA(N), RN, CTBS; M. Saralyn Austin, MSN, RN; Deborah Ballard, MSN, RN; Gretchen Lorena Barnes, MSN, RN; Cheryl Banks Batchelor, MSN, RN, CAN-BC, CHE, ANP-BC, CCRN; Susan Rosalie Bazemore, MSN, CRNA; Susan Benware, DNP, RN, ANP; Wilmer Conrad Betts, III, BS, RN; Jennifer Byrd Borton, MSN, RN; Margaret Daya Breckinridge, MSN, RN, FNP; Sylvia D. Mebane-Brooks, MSN, RN, FNP; Willard C. Budzinski, Jr., MBA; Margaret Gorely Bye, EdD, MSN, RN; Courtney E. Caiola, MSN, MPH, RN; Kathryn G. Clark, MSN, RN; Kathleen Conn, MSN, RN; Barbara Deets Mathews, MSN, RN, CPNP; Susan Elias Diamond, MSN, RN, AOCN; Mary Buse Dickey, MSN, MEd, RN; Emily O'Leary Egerton, PhD, MEd; Lynn Kendrick Erdman, MN, RN, OCNS; Lynne D. Farber, MSN, RN, CPNP; John R. Feaganes, DrPH; Ruth S. Frank, MSN, RN, CS; James Michael Galkowski, Richard J. Gannotta, DHA, MBA, NP, FACHE; Hettie Lou Garland, EdD, MPH, RN; Georgette Fernanda Gura, DNP, CRRN, CPNP; Jennifer Hanspal, MA, RN; Kendra Hargrave, MSN, CCRN; Karol Suzette Harshaw-Ellis, DNP, A/GNP, ACNP; Catherine A. Hebert, MS, APRN, BC; Sara Hubbell, MSN, RN, FNP; Lori H. Jee, MSN, NP; Francis P. Koster, EdD; Catherine Strachan Lindenbergh, DrPH, MSN, RN; Wendy S. Martin, MA, CD(DONA), LCCE; Andrea Wilkes McChesney, MSN, RN, NP-C; Mildred Fleming McCully, MSN, RN, CPNP; Leigh K. McGraw, PhD, MSN, RN; Catherine P. Nelson, MSN, RN-C; Andrea Sue Novak, MS, RN, BC, FAEN; Holly Suzanne Parker, MSN, RN, CPNP; Margaret Morgan Priddy, MSN, MPS, RN-BC; Mindy B. Reynolds, MSN, RN, MCM; Marcus Emerson Risner, PhD, MS; Penny Sauer, MSN, RN; Robin Schaefer, MSNA, CRNA, FACHE; Steven Jay Schwam, MD; Paul Schwartz, MSN, RN; Kelly Simpson, PhD; Teepa Lucille Snow, MS, OTR/L, FAOTA; Rosa Solórzano, MD, MPH; Gwynn Barnhardt Sullivan, MSN, RN; Shirley May Tuller, MSN, APRN-BC; Gwendolyn Mary Waddell-Schultz, MSN, RN; Linda Faye Wallace, MEd, RN; Janette Ernestine Warsaw, MSN, RN, CNAA-ACNS/ECRC; Stephanie Sears Yates, MSN, RN, CWOCN; Tara Zychowicz, MSN, FNP.

Clinical Associates: Sylvia McLean Alston, MSN, MBA, RN; Janet Lowenthal Apter, DNP, RN, CNS; Lisa Lee Archer, MSN, RN; Susan West Avent, MSN, MBA, MHA, RN; Suzanne Gail Avery, MSN, RN; Bronwyn Hettenbach Bartle, DNP, RN, CPNP; Laura Jane Blue, MSN, RN, NP; Rosemary Pais Brown, DNP, CNRN; Heather Lynn Brumbaugh, MSN, RN, ANP, AOCN; Deanne Buschbach, MSN, RN, NNP, PNP; Elizabeth Hall Carver, MSN, RN; Gilbert H. Ciocci, MSN, RN, FNP; Ellen Cowan, MSN, RN, OCN; Ellen Durham Davis, MN, RN, CDE; Jennifer DeVries, MSN, RN, NNP, CCNS; Allison W. Dimsdale, DNP, NP-C, AACC; Jill R. Engel, MS, ACNP, FNP, ANP, CCRN-CSC; Jane Ashton Fellows, MSN, RN, CNS, CWOCN; Kimberley Ann Fisher, PhD, RN; Michelle Ann Frey, MS, RN, AOCN; Mary Ann Fuchs, DNP, RN; Caryl Deblitz Fulcher, MSN, RN, CNS; Jennifer Hirschy Gentry, MSN, RN, ANP, APRN-BC, PCM; Meri Gilman-Mays, MS, CRNA; Tracy Karen Gosselin, MSN, RN; Pennington Hobbs Graham, MEd, MSN, RN; Grace Gunderson-Falcone, DNP, RN, A/GNP; Kerry VanSloten Harwood, MSN, RN; Ellen Jean Hegarty, MSED, CCRN, BC; Kathryn Boland Hill, MSN, RN; Julie S. Hudson, MSN, RN, CCTC; Rémi M. Hueckel, DNP, RN, FNP-C, CPNP-AC; Deborah Dawn Hutchinson-Allen, MSN, RN, CNS, FNP-BC, AOCNP; Berit Seeman Jasion, MSN, RN; Beth Ann King, MSN, RN; Virginia Sullivan LaBelle, BS, RN, CPNP; Timothy Francis Lassiter, PharmD, MBA; Cindy McDaniel Lawrence, MSN, RN, CCTC; Deborah Ann Lekan, MSN, RNC, CCCN; Carolyn Louise Lekavich, MSN, RN, ANP, MHS-CL; Kathryn Lytle, MSN, RN, BC; Melanie E. Mabrey, DNP, APRN, BC-

ADM; Amy Gelbano MacDonald, MSN, RN, CNM; Lois Estok Madden, MBA, BSN, RN; Amy Yancy Mangum, MSN, RN, NNP; Loretta Mary Matters, MSN, RN; Stephanie McCallum, MSN, RN, NNP-BC; Elizabeth A. McCarthy, MSN, RN; Colleen A. McLaughlin, MSN, RN, CPNP; Pana Martin Meanor, MSN, RN, NNP; Sarah Eileen Mears, MSN, RN, NNP, CNS; Susanne Meghdadpour, MSN, RN, PNP; Coleen Miller, MSN, RN; Mary Miller-Bell, PharmD; Louise Ann Minnich, MSN, RN, PNP; Ann Mosher, MPH, FNP-BC; Renee Marie Muellenbach, MSN, RN; Janet Anne Nicollerat, MSN, RN, CNS-BC, ADM-BC, CDE; Wanda Gale Parker, MSN, RN; Lori H. Postal, MHA, RNC; Judy Ross Prewitt, DNP, RN, ACNP-C, AOCN; Elizabeth Powell Redd, MSN, RN, NNP; Michelle Schweitzer, RN, MSN, CPNP-AC; Kali Schwindt, CRNA, MSN; Deborah Jane Semmel, MSN, RN, CFNP; Catherine Simmons, MSN, RN, NNP; Hope R. Smith, MSN, RN; Michael D. Smith, MSN, CRNA; Kevin Ward Sowers, MSN, RN, FAAN; Kelly A. Stauffacher, MSN, RN; Pamela Hope Steele, MSN, RN, CPNP; Elizabeth Shrum Stewart, MSN, RN; Karen Elizabeth Tammeling, MSN, RN, NNP; Martha Croll Taylor, MSN, RN; Dorothy Elaine Taylor-Senter, MSN, CNRN; Shelley Lynn Thompson, MSN, RN; Mary H. Vinson, DNP, RN-BC, CMPE; Melody Ann Watral, MSN, RN, CPNP; Rita Anne Weber, MSN, RN; Vivian L. West, PhD, MBA, RN; Yvette B. West, MSN, RN; Ann M. White, MSN, RN, CCNS, CEN, CPEN; Christine Lynette Willis, MSN, RN, CS.

General Information

Duke University

In 1839, a group of citizens from Randolph and adjacent counties in North Carolina assembled in a log schoolhouse to organize support for a local academy founded a few months earlier by Brantley York. Prompted, they said, by "no small share of philanthropy and patriotism," they espoused their belief that "ignorance and error are the banes not only of religious but also civil society which rear up an almost impregnable wall between man and happiness." The Union Institute, which they then founded, was reorganized in 1851 as Normal College to train teachers and eight years later as Trinity College, a liberal arts college. Trinity College later moved to Durham and, with the establishment of the James B. Duke Indenture of Trust in 1924, became Duke University. An original statement of the Board of Trustees of Trinity College concerning the establishment of



Duke University provided clear direction about the size and purpose of the university. This statement was as follows: "This University in all its departments will be concerned about excellence rather than size; it will aim at quality rather than numbers - quality of those who teach and quality of those who learn." This belief continues to guide admission decisions for students and employment practices for faculty.

Today, Duke University has an enrollment of over 14,000 students from all over the United States and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, Divinity School, Fuqua School of Business, Pratt School of Engineering, Nicholas School of the Environment, Sanford School of Public Policy, and the Schools of Law, Medicine, and Nursing comprise the university.

Duke University Medical Center/Duke University Health System

In 1930, the bequest of James Buchanan Duke provided for the opening of the School of Medicine and the School of Nursing. One of the primary motivations in establishing the Endowment was the improvement of health care in the Carolinas and across the country. At a time when medicine in the Carolinas was still a cottage industry, Duke dared to dream of creating what he hoped would become one of the leading medical institutions in the nation. By the time the new medical school and hospital opened in 1930 and the first nursing students were admitted in 1931, this dream was already well on its way to becoming reality. Recognizing its responsibility for providing quality care to the people of the Carolinas, Duke opened the first major outpatient clinics in the region in 1930. The Private Diagnostic Clinic not only provided coordinated medical and surgical care to private patients with

moderate incomes but also allowed members of the medical faculty to contribute a portion of their earnings toward the continued excellence of medicine at Duke. Representing the continuing fulfillment of the dream of James Buchanan Duke, Duke University Medical Center has grown and expanded over the years. In keeping with its heritage, it seeks to provide socially relevant education, research, and patient care, and is expressly committed to the search for solutions to regional and national health care problems.

The Duke University School of Nursing

In support of James Duke's original vision, the Duke University School of Nursing has maintained a commitment to achieving excellence. Since the first nursing students were admitted to a three-year diploma program in 1931, the school has remained on the forefront of nursing education, practice, and research. Historically, the school has been a healthcare leader, first awarding baccalaureate degrees in 1938, establishing the Bachelor of Science in Nursing degree in 1953 and initiating one of the first nursing graduate programs in 1958. Today, while offering the Accelerated Bachelor of Science in Nursing degree, the Master of Science degree, the Post-Master's Certificate, and two doctoral programs (the Doctor of Nursing Practice (DNP) and the PhD program), the School of Nursing remains a national leader in nursing education. Duke University School of Nursing (DUSON) ranks seventh in the 2012 *US News and World Report* rankings of graduate schools of nursing in the United States. Several specialties within the Master of Science in Nursing program are also highly rated in the U.S. News and World Report rankings. DUSON's pediatric nursing specialty ranks 5th nationally, the adult nurse practitioner and gerontology specialties each rank 10th, and the nurse anesthesia (CRNA) program ranks 11th. Over 800 students are now enrolled across DUSON's innovative degree (ABSN, MSN, DNP, PhD) and certificate programs. Many programs are now available online and are meeting the needs of students in remote geographic locations in the U.S. and in sites around the world.

Through innovative teaching strategies, the incorporation of advanced technology, and collegial faculty-to-student relationships, the school remains dedicated to improving access to care, providing high quality cost-effective care, and preparing healthcare leaders for today and tomorrow. The Duke University School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).

School of Nursing Facilities

THE CHRISTINE SIEGLER PEARSON BUILDING

The Duke University School of Nursing educational programs are housed in the state-of-the-art 59,000-square-foot [Christine Siegler Pearson Building](#). This facility, completed in 2006, is prominently located on Trent Drive near the Duke Clinic and Duke University Hospital, facilitating interaction with the Duke University Medical Center, the main Duke campus, and the community. Its main entrance is through an impressive tower faced with traditional Duke stone. The environment-friendly building houses large and small classrooms, seminar rooms, conference rooms, laboratories, computer facilities, over 100 faculty and staff offices and workstations, and beautiful hospitality and auditorium spaces, with wireless access throughout. Students, faculty and staff enjoy open, comfortable and interactive common spaces that encourage conversation, the sharing of ideas, and collaboration. Among the special features of the Christine Siegler Pearson Building are:

- The Peter and Ginny Nicholas Auditorium and Learning Center, a 150-seat auditorium with full multimedia capability and an audience response system
- A 96-seat case study classroom

- The 3000-square-foot Center for Nursing Discovery, which includes two state-of-the-art laboratories for clinical training
- The Emmy Lou Tompkins Admissions and Student Services Suite
- A work suite for PhD students
- An atrium which seats 65, used for special events, informal gatherings, dining, and studying, with glass walls framed by soaring wooden arches which look out on a landscaped outdoor courtyard paved in Pennsylvania blue stone. The Champagne Courtyard (named in honor of former Dean Mary T. Champagne, PhD, RN, FAAN) is a favored gathering places for both students and faculty.

The Christine Siegler Pearson Building has received Silver LEED (Leadership in Energy and Environmental Design) certification from the [U.S. Green Building Council](#)). LEED Certification requires design and construction practices that significantly reduce or eliminate negative impacts of buildings on the environment and their occupants, emphasizing sustainable site development, energy efficiency, water conservation, appropriate materials selection, and optimal indoor environmental quality.

THE ELIZABETH C. CLIPP RESEARCH BUILDING

The 9,000-square-foot Elizabeth C. Clipp Research Building houses faculty offices, conference rooms, a small auditorium, a patient assessment laboratory with 8 exam table assessment bays, the Center for Instructional Technology and Distance Learning, and computer and testing facilities. From 1972 until 2006 this building served as the school's main facility.

Educational Resources

OFFICE OF ADMISSIONS AND STUDENT SERVICES

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

- **Prospective Student Services.** The Office of Admission and Student Services provides frequent services to students interested in exploring enrollment at the School. The office supports prospects by providing venues to ask and receive information through our online resources, webinars, presence at out-of-state recruitment events, and on-campus events.
- **Admission Services.** The School of Nursing Admission Officers are available to assist students in accessing and submitting the application for admission. The staff are available as well to guide students through the process, provide transcript evaluations, and general information about the interview selection process.
- **Student Services.** The office is responsible for providing operational support to students by helping to facilitate ID badge issuance, on-campus lockers and mailboxes for students who qualify. Additionally, all student communications are primarily monitored and maintained by this office.

- **Career Services.** This unit is committed to equipping students with the necessary skills, tools, and knowledge to succeed throughout their nursing careers. Services include resume and cover letter evaluation, interview preparation, and assistance with conducting an effective job search. Selected workshops in areas of career development are provided for all students throughout the academic year.
- **Academic Advising.** This unit supports pre-academic advising for ABSN students as well as facilitates transcript evaluation services for prospective and admitted students. This unit also monitors the Matriculation Plan submissions for all DUSON students.
- **Compliance Services.** This unit oversees the collection, monitoring, and reporting of all compliance related items necessary for course enrollment and clinical participation. All students at the Duke School of Nursing are required and expected to meet all health and safety regulations as directed by law, the university, and the health agencies in which our students work.
- **Data Management.** OASS is the primary keeper of information used for reporting official enrollment data. The primary goal of this unit is to monitor, control, and evaluate data entry processes and maximize efforts to reduce data errors and redundancy.
- **Registration Services.** The goal of this unit is to provide a seamless academic experience for DUSON's diverse body of students, faculty, and staff by establishing, maintaining, and constantly improving the processes and practices that revolve around student records, graduation, and related administrative services.

CENTER FOR NURSING DISCOVERY

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

Key components of the Center for Nursing Discovery include:

- The **Helene Fuld Health Trust Lab for Clinical Training** is a 1500 sq. foot space with 9 beds including a high-fidelity simulator with video capture capability, a high-fidelity obstetric simulation mannequin and a dedicated medication administration area. In addition, this training lab houses both low and high-fidelity mannequins and a simulation observation room.
- The **Ruby L. Wilson Patient Assessment Lab** is a state-of-the-art 12-bed physical examination facility. The 1500 sq. foot space is set up with individual bays of exam tables and headwalls to simulate what a student may typically find in a physician's office, a clinic or an urgent care facility. The space is outfitted with audio, projector, x-ray display box, and microscopes.

- The **CND Operating Room Lab** is another state-of-the-art facility designed to educate nurse anesthetists. This 240 sq. foot space is outfitted with an anesthesia gas machine, a fiberoptic laryngoscopy simulator, and the latest in technology/recording equipment to support monitoring of simulated vital signs of a high-fidelity mannequin. This space allows for video capture of students as they practice, rehearse and test. The space has been up-fitted with medical grade oxygen and medical gases that include compressed air and vacuum air.
- The **Elizabeth C. Clipp Lab** is an additional space utilized by the various nursing programs. This space includes 8 physical assessment beds with functioning headwalls and the ability to record 2 exam bed stations. There is an adjacent space which is outfitted with audio-visual equipment and can accommodate up to 16 students for meeting with their instructor for debriefing sessions following instruction and/or simulations.

The spacious CND facilities support instruction in the Duke University School of Nursing Accelerated BSN and MSN programs and the CRNA specialty). The facilities also provide simulated experiences in nursing practice and decision making for students enrolled in these Nursing School programs. CND facilities are available to support learning in the larger community, such as interdisciplinary team training with Duke medical, physical therapy, and physician assistant students, and partnership with local schools of nursing.

CLINICAL PLACEMENT SERVICES

The clinical learning experience affords each student the opportunity to further use the theory and skills that have been learned in the classroom and the Center for Nursing Discovery. The Clinical Placement Services (CPS) office functions as the liaison between the School of Nursing and the many clinical agencies with whom it partners to provide clinical placements for all students. CPS secures clinical sites with faculty guidance for the ABSN and graduate programs; develops new clinical sites in collaboration with faculty; and works with faculty in health systems-focused programs to identify and secure sites for synthesis courses. Responsibilities of CPS include clinical site negotiations, contracting services, arranging for liability insurance coverage, and ensuring that all administrative tasks and procedures are in accordance with the policies of Duke University School of Nursing, the Clinical Contract Services of Duke University Health System, and Duke University Health System Risk Management. Clinical Placement Services also serves as the point of contact for Duke University Health System and external clinical care agencies, providers, and preceptors; arranges housing for select Master's level clinical experiences when applicable; and reports clinical hours to the Office of Admissions and Student Services for inclusion in student permanent records.

OFFICE OF RESEARCH AFFAIRS

In the most recent tabulation, Duke University School of Nursing ranked 15th among all U.S. nursing schools in the amount of funding received from the National Institutes of Health. Critical to this achievement is the [Office of Research Affairs \(ORA\)](#), which provides support infrastructure for all aspects of research at the School of Nursing. With the belief that the profession of nursing advances from creative critical thinking, theoretical innovation, and thoughtful evidence-based clinical practice, the mission of the Office of Research Affairs (ORA) is to facilitate the conduct of nursing research and the collaborative translation of research discoveries into improvements in nursing care delivery.

ORA provides research and mentoring support to faculty, post-doctoral fellows, and doctoral students. ORA also supports practicing nurses in the Duke University Health

System by facilitating scientific inquiry and the diffusion of innovation into practice settings. Under the direction of the Associate Dean for Research Affairs, ORA faculty and staff assist with proposal writing through editorial review, analysis of statistical data, budget development, formatting, and communication with Institutional Review Boards (IRB), the Institutional Animal Care and Use Committee (IACUC), the Institutional Office of Research Administration, and the Institutional Office of Sponsored Programs. The ORA also specializes in the area of research costing compliance. Through individual and group consultations, ORA staff help nurse investigators review, refine, and submit applications for external funding. For selected projects, the ORA provides assistance with implementation of research protocols, including statistical analyses. In addition, the Office of Research Affairs coordinates School of Nursing representation on two of the eight Duke University Medical Center Institutional Review Boards and serves as the School's Site-Based Research program (the Duke Medical Center's program regulating clinical research). Current nursing faculty research projects with external funding are profiled on the [ORA's Research@DUSON Web site](#).

THE OFFICE OF GLOBAL AND COMMUNITY HEALTH INITIATIVES

The overall goal of the [Office of Global and Community Health Initiatives \(OGACHI\)](#) is to address health disparities locally and abroad through promoting academic enrichment, service-learning, and research pertaining to issues of global health. The Office serves as a clearinghouse and catalyst for development, facilitation and monitoring of local, regional and international activities of students and faculty related to improving health around the world. It also cultivates and promotes interdisciplinary linkages across campus and externally with organizations, agencies, and communities responding to disparate health outcomes of the poor and underserved. In addition, OGACHI seeks to increase diversity in nursing through special initiatives and programs, often in partnership with other institutions. Services provided by OGACHI include continuing education, technical assistance, consultation, logistic support to international graduate scholars and visiting nurses for short term study-tours to the Duke University Medical Center, and management of global health experiences for students. OGACHI was established in January, 2006 and is allied with the Duke Global Health Institute.

Local Activities. OGACHI offers assistance and support to the academic programs through selected local site identification for ABSN clinical and enhancement experiences; offers introduction and orientation to certain community sites; and provides support for implementation of particular community-based enrichment experiences for students. OGACHI monitors and reports annually on community-based relationships and contributions to the Durham community by DUSON faculty and students. OGACHI also seeks and facilitates the continued development of new linkages with the local community

Cultural Immersion/Service Learning and Residency Experiences. Cultural immersion/ service learning experiences in developing countries are available to all levels of DUSON students through OGACHI with the approval of faculty and/or advisors. International placements offer unique opportunities for students to develop cultural sensitivity and competence and learn the roles and responsibilities of nurses in countries with severe shortages of healthcare personnel while fulfilling some of their clinical and/or residency curriculum requirements. Other academically-related activities can be customized to safety interests of students.

Undergraduate Student Cultural Immersion Clinically Focused Experiences. OGACHI facilitates [cultural immersion clinically-based experiences for ABSN students](#) in developing countries. Students have an option of satisfying the clinical requirements of the community health course sequence locally or in an international site. Program locations and details may vary from year to year, but typically these two-week trips are scheduled between the end of the summer session and the beginning of the fall semester. The cost of international clinical experiences is the responsibility of the student. International community health experiences available to ABSN students in 2012-2013 include:

- **Exploring Medicine in Honduras.** Location: Honduras, rural mountain communities near town of La Esperanza. Duration: 2 weeks (March/April). Offered annually through Duke University School of Medicine as INTERDIS-423C, with completion of INTERDIS-422C (Exploring Medicine: Cross-Cultural Challenges to Medicine in the 21st Century) as a prerequisite. Arranged in collaboration with Heifer International. Description: Nursing and medical students and faculty work together in a medical outreach team to provide outpatient medical care and health education to indigenous people in isolated mountain communities.
- **Barbados Polyclinics.** Location: Barbados. Duration: 2 weeks (August). Arranged in collaboration with Barbados Ministry of Health and Barbados Community College. Description: The 8 Barbados polyclinics, operated by the Ministry of Health, are multi-service outpatient facilities which provide public health and primary care clinic services (including antenatal/postnatal, pediatric, mental health, chronic disease management, dental and environmental health services, and home visits). Students are assigned to a clinic and provide hands-on care under the supervision of its staff.
- **Nicaragua.** Location: Managua, Nicaragua. Duration: 2 weeks (August). Arranged in collaboration with Universidad Politécnica de Nicaragua (UPOLI). Prerequisite: conversational Spanish. Description: Each Duke student is paired with a UPOLI nursing student for clinical rotations (which include primary care/public health at public health centers, conducting community and environmental health assessments, participating in a health fair, conducting home health visits focused on health promotion/disease prevention), and an inter-institutional student seminar.
- **St. Vincent and the Grenadines.** Location: The Caribbean islands of St. Vincent and the Grenadines. Duration: 2 weeks (August). Arranged in conjunction with St. Vincent and the Grenadines Community College and the Ministry of Health (MOH). Description: DUSON students are attached in pairs to three of the eight MOH health centers reflecting urban, rural, and suburban districts. Students rotate through primary care/public health care clinics, visit neighborhoods conducting community and environmental assessments, participate in home visits and environmental health inspections, and discover the relationships among public health, health policy, and civic engagement.
- **Public and Community Health in China.** Location: Wuhan, China, the capital of Hubei province, is the most populous city in central China. Duration: 2 weeks (August). Arranged in conjunction with Wuhan University. Description: ABSN students will immerse into a public/community health experience that will feature learning about the health and public health systems of China; rotate through community health clinics in urban and rural areas allowing for understanding similarities and differences in the settings, the

people, and health requirements; visit other public health agencies to understand how core public health principles are addressed, Attention to cultural sites and understanding cultural practices will also be provided.

- **Tanzania.** Location: Ntagacha, Tarime District, Tanzania. Duration: 2 weeks (August). Arranged in collaboration with [Teamwork City of Hope \(TCOH\)](#), a children's home on a self-sustaining campus in a rural setting dedicated to addressing the orphan crisis and the issue of chronic poverty by meeting basic needs, providing education and health care, and leadership development. ABSN students in this remote rural location will implement community health principles and practices, including health promotion and disease prevention interventions for the children, TCOH complex, and the surrounding community. Students live in the mission's house on the campus during the 2-week experience.

Cultural Immersion Residency Programs for Graduate Students. [Cultural immersion residency programs for MSN students](#) are tailored to each student's individual program, objectives, and requirements. Approval of the academic faculty advisor is required; student and advisor collaborate on residency specifics and the number of clinical hours necessary. Program sites may vary from year to year. Experiences available to MSN students include:

- **MSN Residencies in Nicaragua.** Location: Managua, Nicaragua and surrounding rural communities. Duration: typically 4 weeks or more. Arranged in conjunction with [AMOS Health and Hope Center](#) in Nicaragua. AMOS provides clinic-based primary care in Managua and reaches out to some of the most remote and underserved communities in Nicaragua providing care to individuals and families. Description: MSN Family Nurse Practitioner students will be mentored by American-educated Latino physicians committed to improving access to care and health outcomes among individuals and families living in poverty in remote communities where established health care facilities do not exist. Students will be able to address the objectives of their FNP residency and achieve roughly one-third of their required hours through this site. Competency in spoken and written Spanish is a requirement for this experience.
- **MSN residencies in Tanzania.** Location: Moshi, Tanzania, and vicinity. Duration: typically 4 weeks or more. Arranged in collaboration with the [Kilimanjaro Christian Medical Center \(KCMC\)](#) in Moshi, Tanzania. Description: Students in Nurse Practitioner specialties such as FNP work collaboratively with health care teams at community-based clinics, providing supervised care. Nursing Education residencies are also available.

MSN and other DUSON students also have the opportunity for 2-week non-credit experiences at Teamwork City of Hope in Tarime district (northwest Tanzania) at a comprehensive children's home in a remote rural setting. Health promotion experiences are possible.

- **MSN residencies through external agencies.** OGACHI supports residency programs for MSN students in collaboration with [Child Family Health International \(CFHI\)](#). Locations currently available include CFHI sites in Ecuador, Bolivia, Mexico, India, and South Africa. Duration: typically 4 weeks. Prerequisites: Residencies at sites in Spanish-speaking countries require some Spanish language capability. Description: Residencies can be

arranged for nurse practitioner specialties in family and women's health, and include hands-on and observational clinical experiences with cultural immersion through accommodation with local hosts.

OGACHI supports students' experiences by taking the lead in planning and executing logistics associated with global health cultural immersion, residency, and other non-clinical experiences abroad. It also offers pre-departure orientation sessions to prepare students for the trips.

INSTITUTE FOR EDUCATIONAL EXCELLENCE

The [Institute for Educational Excellence](#), established in 2008, seeks to position the Duke University School of Nursing as a premier leader in nursing education innovation and excellence. Its mission, vision and values reflect the renaissance in the higher education community regarding the formation of educator/scholars, the preparation of faculty for the teaching role, and the need for evidence-based teaching practices. The work of the Institute also aligns closely with calls for a major revisioning of health professions education that have been issued by national organizations such as the Institute of Medicine, the Pew Commission, the Carnegie Foundation for the Advancement of Teaching, and the *Future of Nursing* report. Responsibilities of the Institute include providing a comprehensive orientation for all new faculty (full-time, part-time, and clinical instructors); enhancing the pedagogical expertise of faculty; providing consultation regarding curriculum development, program evaluation, and teaching innovations; enhancing the effective integration of technology to help students meet learning goals; and fostering research in nursing education. Finally, the Institute oversees all activities related to the ongoing evaluation of the School's academic programs.

CENTER OF NURSING COLLABORATION, ENTREPRENEURSHIP, AND TECHNOLOGY (CONCEPT)

The mission of the Center of Nursing Collaboration, Entrepreneurship, and Technology ([CONCEPT](#)) is threefold: (1) to promote creative, relevant and robust innovations in healthcare practice, education and research; (2) to provide interdisciplinary education in nursing entrepreneurship; and (3) to foster an innovation-friendly climate for Duke University School of Nursing students, faculty and staff. The CONCEPT Office sponsors the CATALYST Faculty Innovation Awards, providing consulting services, project management resources and seed funding for faculty-led projects that make creative use of technology to enhance professional healthcare education.

CENTER OF EXCELLENCE IN GERIATRIC NURSING EDUCATION

The [Duke Center of Excellence in Nursing Education \(CoE-GNE\)](#), was launched in January, 2008, with support from the Duke Endowment. Its mission is to bring together diverse academic and practice partners to improve care outcomes of older adults by using innovative strategies to expand the pool of nursing faculty, clinical instructors, preceptors, and clinicians who are skilled in geriatric education and practice. CoE-GNE has developed a Virtual Learning Community to unite nurses teaching and practicing in diverse settings within a single online community that provides opportunities for long-distance connection with mentors to enhance teaching. The VLC also provides access to the Duke Geriatric Collection of learning resources within the North Carolina Learning Object Repository (NCLOR) which was developed in collaboration with the North Carolina State Education System. NCLOR is a repository of open-access, evaluated, digitally-archived teaching and

learning material, as well as other resources to support teaching such as audiovisual aids, tutorials, standardized-test items, and practice-based guidelines.

The Center of Excellence in Geriatric Nursing Education also offers and supports a variety of professional development programs. The various programs target clinicians, educators, faculty, administrators, and researchers in diverse roles and settings, from direct caregivers seeking to enhance their knowledge of gerontology, to nurse researchers seeking to improve their teaching skills.

CENTER FOR INSTRUCTIONAL TECHNOLOGY AND DISTANCE LEARNING (CITDL)

The Duke University School of Nursing Center for Information Technology and Distance Learning (CITDL) established in 2002, provides leadership and support to develop, integrate and promote the best use of instructional and computer technology. CITDL provides internal technical support to the School of Nursing in collaboration with [Duke Technology Health Solutions](#), which provides information technology support for Duke University Health System and Duke University Medical Center, and the Duke University [Office of Information Technology](#).

Ten full-time CITDL staff manage 25 servers, the in-house network, over 350 workstations and laptops, software licensing, multimedia learning resource applications, a student computer lab, production resources, a recording studio, and a wide variety of professional presentation equipment and computers used in the school's classrooms. CITDL staff provide IT assistance to School of Nursing faculty, staff, and students through a fully staffed IT service desk. Additionally, CITDL provides audiovisual and technology support during classes and on scheduled weekends, coordinating the integration of new and innovative technologies (such as the School's audience response system, web conferencing, virtual reality, and lecture recording technology) into the classroom. Other services include website and application development as well as support for handheld devices.

CITDL provides ongoing technical training to faculty and students in groups and through one-on-one communication on all technology used within the School, including the online course management system.

DUKE CENTER FOR INSTRUCTIONAL TECHNOLOGY (CIT)

The Duke [Center for Instructional Technology \(CIT\)](#) provides support to Duke faculty seeking innovative ways to achieve their teaching goals through the use of technology, providing opportunities for exploration of new technologies in teaching and assessment of their effectiveness. Faculty and academic support staff can test new hardware and learn how to use multimedia software to create innovative curriculum materials in the CIT Instructional Technology Lab. The CIT also sponsors an annual Instructional Technology Showcase, and presents workshops and events for staff and faculty from all Duke schools on topics such as effective use of technology-enhanced classrooms, creation of digital course materials, visualization in teaching, media-enhanced student research, and copyright and intellectual property issues. In addition, the CIT provides support for the University's course management platform and assistance in streamlining course administration throughout the University.

Duke Digital Initiative. CIT staff provide project management, consulting, training and technical assistance to faculty participating in the [Duke Digital Initiative](#), a multi-year university-wide program promoting the application of new and emerging technologies in support of curriculum enhancement, the development of technology infrastructure, and the dissemination of knowledge about effective instructional technology strategies. Emerging

technologies supported by the Duke Digital Initiative include digital video production, 3-D content creation, mobile polling, and the use of IPADs in experimental teaching applications.

CIT-Supported Educational Initiatives in the School of Nursing. Faculty in the Duke University School of Nursing have developed a number of innovative applications of educational technology in nursing education using seed money provided by the CIT. Recent CIT-supported projects include:

- **Best practices on teaching online classes.** Eight School of Nursing faculty fellows collaborated with CIT staff to define and develop technological and pedagogical "best practices" for teaching online students and mentoring faculty about online education. This initiative culminated in the preparation of an [online teaching guide](#) for use by faculty in the School of Nursing as well as other Duke schools and programs.
- **Creation of health advocacy videos by students** in the Doctor of Nursing Practice using Flip camcorders and FlipShare software. [Sample student videos](#) can be accessed through the School of Nursing YouTube Channel.
- **Experimental use of iPads by students** in Nurse Anesthesia program and a Master's level course in sexual and reproductive health to access course materials and specialized health information in clinical settings.
- **Interactive nursing education using the Second Life 3-D Environment.** Students from all over the United States can participate as avatars in classes and discussions in the realistic [virtual School of Nursing facility](#) in the Second Life™ Environment. This innovative virtual facility, created to enhance distance-based nursing education, includes classroom, office, and cafe "spaces."

INNOVATIVE NURSING EDUCATION TECHNOLOGIES (INET)

The Innovative Nursing Education Technologies (iNet) project, a collaboration of the nursing schools of Duke University, Western Carolina University, and University of North Carolina-Charlotte, educates faculty of the participating schools about strategies for using and integrating innovative educational technologies into their programs. The [iNet open Web site](#) hosts an inventory of electronic teaching/learning tools used in nursing programs, with assessments of the usefulness and applicability of the tools. The site provides CEU online modules on teaching technologies, as well as modules on diverse topics such as intraprofessional communication and patient safety. iNet also uses Diigo to create a space in which nurse educators can use social bookmarking to share Web sites and digital resources related to nursing education and technology.

Recent DUSON initiatives which have been highlighted as iNet "Featured Projects" include:

- Using Skype video conferencing to enable an ABSN class to participate in a real-time interview with the author of an assigned text.
- Storytelling using Twitter. The SimSoap Project, a Twitter soap opera created by the Duke iNet team and School of Nursing faculty and staff, was a winner of the national 2010 Campus Technology Innovators Award in the category of teaching and learning.
- Using Flip video camcorders to create health policy advocacy videos for posting on YouTube.

- Using Second Life to create virtual learning spaces for nursing students, including a virtual nursing lab for baccalaureate students and a virtual School of Nursing facility for graduate students in informatics.

Most recently, DUSON iNet faculty and staff developed a framework for Immersive Virtual Poster Sessions in conjunction with an iNet conference held in Charlotte, NC. Using VenueGen, a browser-based 3D immersive internet meeting platform, they created a virtual space in which posters could be displayed and discussed by the avatars of presenters and attendees. This project won the [2011 Campus Technology Innovators Award](#) in the Education Futurists category.

INTERDISCIPLINARY EDUCATION COLLABORATION WITHIN DUKE MEDICINE

The School of Medicine (including physician assistant and physical therapy students as well as to medical students) and the School of Nursing collaborate to offer a number of interprofessional education opportunities to prepare students for their future provider roles as part of the health care team. Some of these interprofessional education experiences are described below.

- **Simulation and Patient Safety Center.** In addition to the learning and simulation laboratories in the Center for Nursing Development, School of Nursing faculty and students have access to the [Human Simulation and Patient Safety Center \(HSPSC\)](#). Developed as a collaborative effort of the Duke Department of Anesthesiology, School of Nursing, and School of Medicine, the HSPSC is committed to advancing the state of the art in medical education technology. It features human patient simulators (full-size adult and pediatric mannequins) whose major organ systems are programmed to respond in an appropriate manner to the environment and to users' physical and pharmacologic interventions. These simulator mannequins can be used to teach a wide variety of basic and advanced content, including physiology and pharmacology, bedside medical examination techniques, cardiopulmonary resuscitation, and complex anesthetic management. The normal physiology settings of the simulator mannequins can be adjusted to meet teaching or evaluation goals. Scenarios may be preprogrammed or run "on-the-fly". Most monitors and equipment used in today's operating room and critical care environments can be used with the simulators.
- **Interdisciplinary Patient Safety Training.** Using the [TeamSTEPPS™ \(Team Strategies and Tools to Enhance Performance and Patient Safety\) curriculum](#) developed by the Defense Department and the Agency for Healthcare Research and Quality, the Interprofessional Patient Safety Training team of the Duke University Schools of Nursing and Medicine provides annual interdisciplinary training in teamwork and patient safety to nursing and medical students.
- **Other Interdisciplinary Opportunities.** Additional opportunities for interdisciplinary learning often relate to disaster preparedness, global health and cultural diversity topics, and other contemporary topics.

DUKE TRANSLATIONAL MEDICINE INSTITUTE

The [Duke Translational Medicine Institute \(DTMI\)](#) is a multidisciplinary initiative that supports the translation of health research findings into effective innovations in the practice of health care. The Institute also provides comprehensive education in collaborative translational and clinical research for health care professionals and students.

The administrative framework of the Duke Translational Medicine Institute includes the [Duke Clinical Research Institute](#), [Duke Clinical Research Unit](#), [Duke Translational Research Institute](#), the [Duke Center for Community Research](#), and the [Duke Translational Nursing Institute](#).

- **Duke Clinical Research Institute (DCRI)**, the world's largest academic clinical research organization, is known for conducting groundbreaking multinational clinical trials, managing major national patient registries, and performing landmark outcomes research. With over 1100 employees (including 224 faculty) DCRI offers full clinical trial services as well as substantial resources dedicated to outcomes research and assessments, clinical database design and management, and medical education. DCRI has conducted scientific studies with over 5000 investigators in 64 countries.
- **Duke Clinical Research Unit (DCRU)** is a state-of-the-art research facility located within the Duke University Medical Center campus that provides infrastructure support to investigators who are testing new drug candidates and other cutting-edge therapies and seeking to identify and validate novel biomarkers. DCRU represents a unique model for conducting early-phase clinical research that accelerates the translation of new laboratory discoveries into treatment for patients.
- **Duke Translational Research Institute (DTRI)** provides guidance, critical resources, and infrastructure for academic researchers, to expedite the process of moving new scientific discoveries through early phases of development into technologies directly applicable to human health. Its mission is to rapidly and effectively invent, develop, and test new drugs, diagnostics, and devices for human use.
- **Duke Center for Community Research (DCCR)** works with communities to better understand their concerns, and to find ways to move proven technologies and therapies more quickly out into community practice so that they improve health, especially of under-represented minorities. The DCCR focuses on ways to help community groups find solutions to their health concerns. The DCCR leverages the talent of the Duke academic research community to collaboratively create a training, research, and liaison system that will effectively and systematically involve communities in clinical and translational research training, priority setting, participation, and follow-up. Building upon existing programs that have established a symbiotic Duke-community research relationship, the DCCR works to build capacity with the community to frame and undertake research, while at the same time building capacity within Duke to work cooperatively in effective, community-centered projects. This paradigm is based on the shared goal of improving the health of the community.

DUKE TRANSLATIONAL NURSING INSTITUTE (DTNI)

The Duke University School of Nursing (DUSON) embraces Duke Medicine's commitment to lead scientific initiatives and translate research evidence into improvements in health care and health care delivery. Building the capacity and infrastructure to become a national leader in nursing translation science is a major objective of [Duke Translational Nursing Institute \(DTNI\)](#). DTNI promotes the connection between the scientific and scholarly activities in the School of Nursing with the real-world clinical problems encountered across the Duke University Health System. The DTNI staff and affiliates

facilitate the movement of clinically relevant discoveries into nursing practice improvements.

Within nursing, translation science has involved the investigation of methods and variables that influence nurses' and organizations' adoption of evidence-based practices to improve clinical and operational decision-making in the delivery of health services. Although the science of translation is young, the effectiveness of nursing interventions for promoting adoption of evidence-based protocols is being studied, and more federal funding is now available to support translational research in nursing. Moreover, and compared to several years ago, evidence is mounting to guide the selection of strategies for translating nursing research into practice. At Duke, the impact of this work on improvements in care quality and health outcomes will rely heavily on a nursing work force capable of rapidly exploiting scientific evidence as the basis for care innovations.

The overarching purpose of the DNTI is to improve health care outcomes by:

1. Supporting the generation of knowledge at the point of care delivery for the improvement of patient care;
2. Evaluating innovative models of care delivery for their safety, cost, and quality;
3. Advancing the use of implementation science to improve our understanding of the adoption of changes in clinical care delivery.

The Duke Translational Nursing Institute (DTNI) is directed by Dean Catherine L. Gilliss; Mary Ann Fuchs serves as Co-Director; and Jean Bolte, MSN, RN, serves as the Director of Operations.

INTERDISCIPLINARY RESEARCH CENTERS AT DUKE

As a private university with integrated facilities addressing both the academic and health delivery missions, Duke is well known for its interdisciplinary and multidisciplinary research and the blurring of discipline-specific boundaries. Interdisciplinary work thrives at Duke because its faculty tend to be less oriented to disciplines than to intellectual questions and human issues including the health care of people. Interdisciplinary efforts are housed in a variety of centers and institutes which bring faculty together in research, teaching and/or service, facilitate the development of interdisciplinary teams, and provide access to research subjects, databases, and statistical resources.

A number of nationally recognized interdisciplinary research centers and institutes at Duke sponsor educational offerings (seminars, lectures, grand rounds, conferences), of potential interest to School of Nursing faculty and students, and provide opportunities for collaborative interdisciplinary research. DUSON faculty are affiliated with the Center for the Study of Aging and Human Development; the Center for Health Policy-Health Inequalities Program; the Duke Center for AIDS Research (CFAR) and the Duke University AIDS Research and Treatment Center (DART); the Duke Center for Health Informatics; the Duke Comprehensive Cancer Center; the Duke Global Health Institute; the Duke Heart Center; the Duke Institute on Care at the End of Life; the Jean & George Brumley, Jr. Neonatal-Perinatal Research Institute; the Trent Center for Bioethics, Humanities and History of Medicine; and the Durham VAMC Geriatric Research Education and Clinical Center (GRECC).

Additional interdisciplinary centers and institutes supporting research of interest to the nursing community include the Center for Cognitive Neuroscience, Center for HIV-AIDS Vaccine Immunology, Center for Human Genome Variation, Center for Neuroengineering, Center for the Study of Race, Ethnicity, and Gender; the Children's Environmental Health Initiative; Duke Cancer Institute, the Duke Center for Child and Family Policy; the Duke

Center for Clinical Health Policy Research; the Duke Center for Human Genetics; the Duke Center for Integrative Medicine; the Duke Center for Living; the Duke Center for Spirituality, Theology & Health; the Duke Diet and Fitness Center, the Duke Eye Center; the Duke Human Vaccine Institute; the Duke Institute for Brain Sciences; the Duke Institute for Genome Sciences and Policy; the Duke School of Medicine Center for Palliative Care; the Duke Sleep Disorders Center; the Duke Stroke Center; the Duke-UNC Brain Imaging and Analysis Center (BIAC); the Duke-UNC Comprehensive Sickle Cell Center; the Duke University Population Research Institute; the Fitzpatrick Center for Interdisciplinary Engineering, Medicine and Applied Sciences (FCIEMAS); the Joseph and Kathleen Bryan Alzheimer's Disease Research Center (ADRC); the Kenan Institute for Ethics; the Preston Robert Tisch Brain Tumor Center, the Sarah W. Stedman Nutrition and Metabolism Center; the Social Science Research Institute at Duke University; the Southern Center on Environmentally-Driven Disparities in Health Outcomes; and the Udall Parkinson's Disease Research Center.

INTERINSTITUTIONAL REGISTRATION AGREEMENT

Under the [Interinstitutional Registration Agreement](#), any graduate, professional or undergraduate student enrolled as a degree seeking student at any one of the participating universities listed below may participate in registration via the interinstitutional registration process.

Participating universities are: Duke University, North Carolina Central University (Durham), North Carolina State University (Raleigh), University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, University of North Carolina at Greensboro.

The student may take a course at a participating university if the student's academic advisor and/or dean can certify that the course is appropriate for the student's degree program and that the course is not available during the same academic year at the home institution. Registration deadlines of the home institution should be observed. Students may not audit courses under the interinstitutional registration agreement.

Libraries

The [Duke University Library system](#), with more than six million volumes, ranks among the top 10 private research libraries in the United States. Its collections also include extensive holdings of serials, electronic resources, digital collections, and media and over 15 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, NC. 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 Libraries Web site](#).

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 includes over 190,000 volumes and over 600

audiovisual/multimedia items. Users have access to over 5,900 biomedical serial titles, including more than 500 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 Web site. The [Duke University Medical Center Library Web site](#) provides access to licensed and locally created databases, electronic books and journals, and online learning and reference tools. Databases include PubMed, Ovid MEDLINE, CINAHL, Cochrane Library and the Cochrane Database of Systematic Reviews, EMBASE, PsycINFO, Web of Science, JAMAEvidence, and many others. The Library website also includes hundreds of free Internet resources organized into subject guides that are searchable by keyword. Electronic tool sets such as [Nursing Resources](#) and the [Evidence-Based Practice website](#) provide quick and easy access to important resources 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. Library staff also provide educational sessions customized to the needs of School of Nursing users.

Clinical Facilities

Duke University School of Nursing provides unparalleled opportunities for clinical training through collaborations with an array of outstanding primary, secondary, tertiary, and quaternary patient facilities. Clinical education is provided to students through partnerships with preceptors at practice sites that include hospitals, health centers, clinics, and primary care providers in both urban and rural settings. The School of Nursing has developed linkages with a wide variety of organizations, including long-term care facilities, rehabilitation units, substance abuse inpatient and outpatient facilities, multicultural community health centers, and a broad range of community agencies. School of Nursing students have opportunities to work with diverse clients at practice sites such as clinics for Latino immigrants, migrant workers, and patients with HIV, cooperatives providing care for homeless families, occupational health facilities, home health agencies, hospices, and camps for special-needs and chronically ill children.

DUKE UNIVERSITY HEALTH SYSTEM HOSPITALS

The Duke University School of Nursing provides exceptional opportunities for clinical training to students through close collaboration with the [Duke University Health System](#), a world-class health care network dedicated to providing outstanding patient care, educating tomorrow's health care leaders, and discovering new and better ways to treat disease through biomedical research. The Duke University Health System provides brilliant medicine and thoughtful care to patients through a complete continuum of health services from primary care to hospice. The youngest of the nation's leading medical centers, Duke has earned an international reputation for innovation and excellence. Duke operates one of

the largest clinical and biomedical research enterprises in the United States, and translates advances in technology and medical knowledge into improved patient care.

Duke University Hospital, the hub of the Health System, is consistently ranked by *U.S. News and World Report* as one of the top ten health care organizations in the U.S., and has been described by *Time Magazine* as one of the “crown jewels” of American medicine. The Duke University Health System also includes well-respected community hospitals in Durham (Durham Regional Hospital) and Raleigh (Duke Raleigh Hospital), the outpatient specialty care clinics of Duke Clinic, Duke HomeCare and Hospice, a large network of primary care clinics, wellness centers, and community-based clinical partnerships.

Duke University Hospital, Durham Regional Hospital, and Duke Raleigh Hospital have all been designated as Magnet Hospitals by the American Nurses Credentialing Center (ANCC) [Magnet Recognition Program](#)®. Only 7 percent of U.S. hospitals have earned magnet status, the highest level of national recognition for health care organizations that demonstrate sustained excellence in nursing care.

Duke University Hospital. [Duke University Hospital](#) is a full-service tertiary and quaternary care hospital licensed for 924 acute care beds and 19 psychiatry beds. With hundreds of board-certified specialists and subspecialists, Duke University Hospital provides comprehensive expertise and health care of the highest quality to a highly diverse patient population that includes not only Durham residents but also patients from throughout North Carolina and adjacent states. Duke University Hospital achieved redesignation as a Magnet® Hospital from the ANCC in 2011, signifying continuing success in implementing national Magnet standards for nursing excellence. In addition to regular and intensive care inpatient units, the hospital houses a regional emergency/trauma center, a major surgery suite with four dedicated open-heart operating rooms, the Duke Surgical Endosurgery Center, an ambulatory surgery center, and extensive diagnostic radiology facilities. Within Duke University Hospital, the 178-bed [Duke Children's Hospital and Health Center](#) provides comprehensive healthcare for children, with inpatient pediatric beds, neonatal intensive care and pediatric intensive care units, and the outpatient pediatric specialty services of the McGovern-Davison Children's Health Center. The Duke Emergency Department includes adult and pediatric triage intake rooms, an 18-bed full-service Pediatric Emergency Department with two critical care rooms and isolation rooms, three Adult Care areas to provide care and services for up to 12 patients with general care, critical care or isolation needs, and a forensic patient care facility. A recently completed eight-story, 77,684-square-foot hospital addition has expanded the post-anesthesia care units and added 11 operating rooms. The newly completed Duke Cancer Center houses almost all cancer care services in a 267,000-square-foot state-of-the-art patient care facility. A 580,000-square-foot Duke Medicine Pavilion (which will add 16 new operating suites and 160 critical care and intermediate beds), now under construction, is scheduled to be completed in 2013.

Durham Regional Hospital. [Durham Regional Hospital](#) is a 369-bed acute care community hospital that has provided health care residents of Durham and surrounding counties for over 35 years. Durham Regional Hospital provides comprehensive specialty services, including cardiovascular care, general and cardiac surgery, critical care, oncology, orthopaedics, psychiatry, women's and children's services, an 18-bed Level II intensive care nursery, on-site radiation oncology service, the James A. Davis Ambulatory Surgery Center, and the Durham Rehabilitation Institute, a 30-bed inpatient rehabilitation facility. Durham Regional was one of the first sites in North Carolina to be designated as a Bariatric Center of Excellence, and the only Select Specialty Hospital Long-Term Acute Care Hospital in the Raleigh/Durham/Chapel Hill area. Durham Regional Hospital has achieved Magnet®

designation from the ANCC for excellence in nursing. Additional information can be found at the Durham Regional Hospital Web site.

Duke Raleigh Hospital. [Duke Raleigh Hospital](#), a 186-bed acute care hospital that has served Wake County for over 30 years, provides a comprehensive array of inpatient and outpatient services, including a cancer center, orthopaedic and spine center, diabetes center, wound healing center, 24-hour emergency department, intensive and critical care, cardiovascular services, cardiac and pulmonary rehabilitation, same-day surgery center, pain clinic, wellness services, outpatient imaging, and community education/outreach. Duke Raleigh Hospital has achieved Magnet® designation from the ANCC for excellence in nursing. Duke Raleigh Hospital is also a two-time recipient of the North Carolina Nurses Association Hallmarks of Healthy Workplaces award, which recognizes workplaces which have created positive work environments for nurses.

OTHER CLINICAL PARTNERSHIPS WITHIN DUKE MEDICINE

The School of Nursing maintains clinical relationships with a number of primary and specialty care clinics of the Duke University Health System, Duke Health Community Care, the Duke Long Term Care Consortium, and Duke University Affiliated Physicians.

Duke Clinic. Just south of the Nursing School Building is the [Duke Clinic](#), which houses outpatient clinics providing state-of-the-art care in a wide variety of specialties. Clinics include Duke Allergy; Duke Bone and Metabolic Disease; Duke Cardiology; Duke Cardiothoracic Surgery; Duke Dermatologic Laser Center; Duke Dermatology; Duke Endocrinology; Duke Gastroenterology; Duke General and Thoracic Surgery, Transplant; Duke Hyperbaric Medicine Clinic; Duke International Travel Clinic; Duke Neurosciences/Spine; Duke Ob/Gyn; Duke Oncology-Medical/Hematology; Duke Oncology-Surgical; Duke Oral Surgery; Duke Orthopaedics; Duke Otolaryngology, Head and Neck, ENT; Duke Pulmonary Medicine; Duke Renal Medicine; Duke Rheumatology; Duke Speech Pathology and Audiology; Duke Urology; Duke Vascular Surgery; and Duke Wound Management Clinic. Partnerships between many of these clinics and the School of Nursing provide invaluable opportunities for training in specialty nursing to students at all levels.

Duke HomeCare and Hospice. [Duke HomeCare and Hospice](#) (DHCH) provides JCAHO-accredited home infusion services, home health care, and hospice care, as well as bereavement services. DCHC includes:

- **Duke Home Infusion.** [Duke Home Infusion](#) provides home-based IV therapy and nutrition, pain management, and related services to patients throughout a three-state area (North Carolina, South Carolina, and Virginia).
- **Duke Home Health.** [Duke Home Health](#) provides home health care services (including nursing care and rehabilitative therapy) to adult and pediatric patients who live within a nine-county region of central North Carolina.
- **Duke Hospice.** [Duke Hospice](#) provides palliative and end-of-life care to patients with terminal illness in 9 central North Carolina counties. Care is provided in patients' homes, nursing homes, assisted living facilities, hospitals, and in Duke Hospice inpatient care facilities in Hillsborough and Durham, NC.
- **Duke Hospice Bereavement Services.** [Duke Hospice Bereavement Services](#) provides professional grief counseling and bereavement support to Duke Hospice families and members of the Triangle community and offers community-based bereavement programs at the Unicorn Bereavement Center in Hillsborough, NC and at other locations in the Triangle area.

Duke Long Term Care Consortium. The Duke Long Term Care Consortium (LTCC), originated as an education/research/practice collaboration between the Duke University School of Nursing and four high-quality nursing homes in the Durham area: Carver Living Center, Northwood Nursing Home and Rehabilitation Center, the Extended Care and Rehabilitation Center of the Durham Department of Veterans Affairs (VA) Medical Center, and The Forest at Duke. The LTCC has expanded far beyond this initial core group with the addition of over 40 nursing homes, assisted-living residences, and continuous-care retirement communities located outside the Durham area. Consortium members are now located throughout North Carolina, with participating sites as far east as Wilmington and as far west as the mountain community of Andrews. The LTCC also includes several VA facilities in Virginia and one in West Virginia. The purpose of this ongoing collaborative relationship is to provide the opportunity for the Duke University School of Nursing to develop, test, and implement innovations in long-term care practice that will improve the quality of life of older adults. School of Nursing faculty with interests in nursing home research contribute time and consultation to Consortium members, which in turn provide sites to test evidence-based practices to solve clinical problems, conduct research, and serve as clinical learning sites for students.

Duke Primary Care. Additional primary care practice sites are available through a network of community-based primary care practices owned by [Duke Primary Care](#) (DPC), physician practices at 27 sites in eight central North Carolina counties. The DPC network offers full-service primary care (including family medicine, general internal medicine, and pediatric medicine practices) as well as urgent care.

CLINICAL PARTNERSHIPS WITH OTHER HOSPITALS AND HEALTH CENTERS

In addition to its close relationships with hospitals in the Duke University Health System, the Duke University School of Nursing maintains cooperative teaching and clinical arrangements with the Veterans Affairs Medical Center and Lincoln Community Health Center in Durham, Duke LifePoint Healthcare, WakeMed Health and Hospitals in Raleigh, UNC Hospitals in Chapel Hill, Alamance Regional Medical Center in Burlington, and a number of other local hospitals and clinics in the Triangle and surrounding North Carolina communities.

Veterans Affairs Medical Center. The [Durham Veterans Affairs Medical Center](#) is a tertiary care teaching and research hospital affiliated with the Duke University School of Medicine, which serves as a referral center for veterans from North Carolina and adjacent states. The hospital, which includes 154 operating beds and 120 long-term beds, provides a full range of adult inpatient and outpatient medical and surgical services, inpatient psychiatric care, and ambulatory care, and serves as a regional center for specialties such as geriatric medicine, neurology, radiation therapy, therapeutic endoscopy, and open-heart surgery. The ten-story facility is located within walking distance of the School of Nursing.

Lincoln Community Health Center. The [Lincoln Community Health Center](#), a federally-qualified health center accredited by the Joint Commission on Accreditation of Healthcare Organizations, provides accessible comprehensive primary and preventive health care to the medically underserved in the Durham community, often in collaboration with the [Duke University Medical Center Division of Community Health](#). Health services include adult medicine, pediatrics, adolescent, dental, behavioral health, and prenatal care.

Duke LifePoint Healthcare. [Duke LifePoint Healthcare](#) (DLP) is a joint venture of Duke University Health System and LifePoint Hospitals established in 2011 to stabilize,

strengthen and improve health care delivery throughout North Carolina and the surrounding area by creating flexible affiliation options for community hospitals in the region, particularly in rural and medically underserved areas. Several DLP hospitals have clinical relationships with the School of Nursing, including Maria Parham Medical Center (108-bed rural regional hospital in Henderson, NC); Person Memorial Hospital (110-bed community hospital in Roxboro, NC); and Danville Medical Center (390-bed regional medical center in Danville, Virginia).

Wake Med Health and Hospitals Raleigh. Wake Med Health and Hospitals is a private and not-for-profit health care system with 870 beds. The 618-bed general medical and surgical hospital on WakeMed Raleigh Campus provides a full range of inpatient and outpatient services, including a Level I trauma center, primary stroke center and a neuro intensive care unit. WakeMed Heart Center has the highest volume heart center of all North Carolina hospitals providing cardiac care. WakeMed Children's is a full-service pediatric medical and surgical facility with a Level IV neonatal intensive care unit and a free-standing pediatric emergency unit.

University of North Carolina Hospitals. University of North Carolina Hospitals, a 803-bed tertiary and quaternary academic medical center in Chapel Hill, NC, is associated with UNC-Chapel Hill School of Medicine. The medical center includes five hospitals: the North Carolina Memorial Hospital (which houses one of the two Level 1 burn centers in NC), North Carolina Cancer Hospital (home of the UNC Lineberger Comprehensive Cancer Center), North Carolina Neurosciences Hospital, North Carolina Women's Hospital, and the nationally ranked North Carolina Children's Hospital. UNC Hospitals, which provides medical and surgical inpatient and outpatient care for residents of all 100 NC counties and several adjacent states, serves as the cornerstone of UNC Health Care, the state-owned not-for-profit integrated health care system.

Alamance Regional Medical Center. Alamance Regional Medical Center in Burlington, NC is a 210-bed not-for-profit community hospital providing general medical and surgical care. As a participating hospital in the national Hospital Quality Incentive Demonstration (HQID), Alamance Regional Medical Center earned five QHID quality awards in 2010. Alamance Regional Cancer Center is one of four North Carolina cancer programs that received the Outstanding Achievement Award in 2011 from the American College of Surgeons Commission on Cancer.

Additional Clinical Partnerships. The Duke University School of Nursing is privileged to have hundreds of additional health care delivery sites that provide clinical experiences for students, including hospitals, physician office, clinics, homecare and public health agencies, and community settings within North Carolina and across the country. These clinical sites are an integral part of the high-quality educational experience that is provided for Duke nursing students at all levels.

School of Nursing Program

MISSION

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

GOALS OF THE DUKE UNIVERSITY SCHOOL OF NURSING

The goals of the School of Nursing reflect our overall mission of education, research, and practice to enhance the health and quality of life for all people, as follows:

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



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.

Programs

ACADEMIC DEGREE PROGRAMS

The School of Nursing offers baccalaureate, master's, and two doctoral degree programs.

- The [Accelerated Bachelor of Science in Nursing \(ABSIN\) Program](#) is an intensive, full-time, campus-based 16-month program designed for adult learners who have completed an undergraduate degree and the required prerequisites.
- The [Master of Science in Nursing \(MSN\) Program](#) provides education for nursing in advanced practice specialties, and includes a comprehensive selection of clinical and health systems-focused specialties. In most specialties, students have the option to complete this program either as full-time or part-time students. MSN core courses are available as campus or online courses.
- The [Doctor of Nursing Practice \(DNP\) Program](#) curriculum has four main foci: translation of evidence to practice, transformation of health care, leadership, and specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The Duke DNP program has two primary points of entry: post-master's and post-baccalaureate.

- The [PhD in Nursing Program](#), a full-time campus-based program, prepares nurse scientists for careers as independent investigators and faculty members within academic settings. The conceptual theme of the PhD program, Trajectories of Chronic Illness and Care Systems, illuminates the interface between individuals with long-term or irreversible health impairments and their care environments. The PhD Program is a program of the Duke University Graduate School. Applicants must have a bachelor's or master's degree in nursing.

POST-DOCTORAL FELLOWSHIP PROGRAM

- The [Post-Doctoral Fellowship program](#) supports two post-doctoral associates each year in developing rigorous theoretical and methodological approaches for studying the separate and combined trajectories of chronic illnesses and care systems.

SPECIALIZED PROGRAMS

The School of Nursing offers three graduate-level certificate options, the Making A Difference in Nursing II program, and a collaborative Population Care Coordinator certificate program.

- Graduate education leading to the [Post-Master's Certificate](#) is available in selected specialty fields.
- The [Graduate Certificate in Health Informatics](#) is offered in cooperation with the Duke Center for Health Informatics for healthcare professionals with a bachelor's or graduate degree who seek knowledge of Health Informatics principles, methods, and applications.
- Nurse practitioners with an MSN or higher degree can earn a certificate in the [Orthopedic Nurse Practitioner Specialty Concentration](#).
- The [Making a Difference in Nursing II \(MADIN II\)](#) program is a competitive academic and socialization program designed to attract and enroll high achieving/high potential underrepresented minority students from economically disadvantaged circumstances into the Accelerated BSN program. For a complete list of eligibility criteria, visit the [MADIN II website](#).
- The Duke University School of Nursing [Population Care Coordinator Certificate program](#) is a 14-week certificate program developed in collaboration with partner health care organizations to prepare their nursing staff for the role of Population Care Coordinator.

Accelerated Bachelor of Science in Nursing (ABSN) Program

The Duke University School of Nursing offers an Accelerated Bachelor of Science in Nursing (ABSN) curriculum as a full-time campus-based 16-month program designed for individuals who have completed an undergraduate degree in a non-nursing field. The curriculum includes 58 total credit hours with 15 graduate credits included in the curriculum. This program incorporates all of the components of a traditional Bachelor of Science in Nursing program with an additional focus on 21st century healthcare needs and environment, including contemporary topics related to technological advances, changes in population demographics, current sociopolitical influences, and evolving healthcare needs. These topics include health care disparities, multicultural care, health care quality and safety, genetics/genomics, elder care, palliative care, and care at the end of life. Threads

throughout the program also include health promotion, diversity, cultural competence, critical thinking, evidence-based practice, leadership, and technology.

The integration of education, practice, and research serves as the foundation for this program. Upon completion of the program, the graduate is able to:

1. Apply critical thinking and nursing processes in the delivery of care within multiple contexts across the lifespan.
2. Demonstrate safe, competent evidence-based clinical interventions in providing direct/indirect care to patients, families, and aggregates, and service to communities.
3. Utilize therapeutic communication skills for assessment, intervention, evaluation, and teaching of diverse groups.
4. Analyze the effect of socio-cultural, ethical, spiritual, economic, and political issues influencing patient outcomes.
5. Utilize leadership and management skills working with interdisciplinary teams to form partnerships with patients, families, and to provide service to communities.
6. Demonstrate competence in critical decision-making with the use and management of advanced technology related to patient care and support systems.
7. Assume responsibility and accountability for one's own professional practice and continued professional growth and development.
8. Apply for licensure as a registered nurse by examination.

Additional information about the ABSN Program is available online in the [Accelerated BSN Program section](#) of the Duke University School of Nursing Web site and in the *Accelerated Bachelor of Science in Nursing Student Handbook* for 2012-2013.

Master of Science in Nursing Program

The Duke University School of Nursing offers a flexible, 36- to 60-credit program leading to the [Master of Science in Nursing](#) degree. Master's students at Duke pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. In most MSN specialties, students have the option to pursue either full-time or part-time study.

Duke University School of Nursing was one of the first schools of nursing to offer online programs awarding the MSN degree. All MSN core courses are offered online at least one semester per year, and some – although not all – advanced practice specialties in the program are designed to accommodate distance-based learners. Students in the MSN Program may select clinical or health system-focused specialties.

Clinical specialties which prepare students for advanced practice include:

- [Nurse Practitioner \(NP\) specialties](#): Acute Care NP, Adult NP-Primary Care, Adult NP-Cardiovascular, Adult NP-Oncology, Gerontological NP, Family NP, Acute Care Pediatric NP, Primary Care Pediatric NP, Neonatal NP.
- [Clinical Nurse Specialist \(CNS\) specialties](#): Adult Critical Care CNS, Adult Oncology CNS, Gerontological CNS, Pediatric CNS, Neonatal CNS.

Note: DUSON has temporarily suspended acceptance of new MSN students into the CNS specialties for a two-year period. The School will consider reinstating the CNS specialties in Fall 2013. Currently enrolled students in the Clinical

Nurse Specialist specialties will not be affected, and DUSON will continue to offer the courses necessary for these students to complete their degree program.

- [Nurse Anesthesia \(CRNA\) specialty](#): 28 months of full-time study leading to the MSN for qualified registered nurses interested in becoming a certified registered nurse anesthetist
- [Non-Clinical Health System-Focused specialties](#) which prepare students for advanced practice include:
 - Informatics, Nursing and Healthcare Leadership, Nursing Education.

The integration of education, practice, and research undergirds the entire Master of Science in Nursing curriculum and the behavior of those individuals involved in the educative process. Upon completion of the program, the MSN graduate is able to:

1. Synthesize concepts and theories from nursing and related disciplines to form the basis for advanced practice.
2. Demonstrate expertise in a defined area of advanced practice.
3. Utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing.
4. Demonstrate leadership and management strategies for advanced practice.
5. Demonstrate proficiency in the use and management of advanced technology related to patient care and support systems.
6. Evaluate contextual factors, such as socio-cultural, ethical, economic, ethical, and political, that influence systems of health care, health of populations, and patient outcomes.
7. Demonstrate the ability to engage in collegial intra- and inter-disciplinary relationships in the conduct of advanced practice.

Additional information about the MSN Program can be found in the Master of Science in Nursing Program section of the Duke University School of Nursing Web site and in the *Master of Science in Nursing Program Student Handbook* for 2012-2013.

Doctor of Nursing Practice (DNP) Program

The Duke University School of Nursing is proud to be the first school in North Carolina to offer a [Doctor of Nursing Practice \(DNP\)](#) degree. The inaugural class entered in Fall 2008. The program is designed for nurses in advanced practice specialties who have an earned master's degree in nursing and for nurses with an earned Bachelor of Science in Nursing who want to pursue the DNP while earning an advanced practice specialty.

The Duke DNP is a practice doctorate, which provides students with the skills and tools necessary to assess the evidence gained through nursing research, evaluate the impact of that research on their practice, and, as necessary, make changes to enhance quality of care. As nursing leaders in interdisciplinary health care teams, graduates of the Duke DNP program work to improve systems of care, patient outcomes, quality, and safety.

The curriculum is based on American Association of Colleges of Nursing guidelines and focuses on translation of evidence to practice, transformation of healthcare, healthcare leadership, and advanced specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The program requires a minimum of 74–95 credits post-BSN or 35 credits post-master's, depending on the advanced practice specialty selected. Both part-time and full-time students are eligible for the program.

Web accessible online and distance learning is used to ensure that all students receive rigorous learning opportunities while working at their own pace in the locations that best meet their needs. Required DNP post-master's core courses are delivered online, some with a weekend on-campus component that meets once per semester. This distance-based format allows students living in the U.S. and internationally to earn the DNP without having to move or leave their current employment. However, some courses required for students entering post-BSN, as well as courses in certain advanced practice specialties, are not available in online or distance-based format, and must be completed on campus.

A capstone course (for all students) and an advanced practice residency (for post-BSN students only) are the integrating courses that bring together the practice and scholarship elements of the Doctor of Nursing Practice degree. The specialty practice residency allows the student to integrate and use the knowledge and skills in the specialty area of practice in providing either direct or indirect care to patients.

The DNP degree is designed to provide the knowledge required for evidence-based nursing care, systems that promote safety and quality, and outcome measurements for patients, populations, and communities. The DNP builds on master's degree program content which prepares graduates for an advanced role (for example, nurse practitioner, clinical nurse specialist, nurse anesthetist, healthcare leadership, informatics). In addition, the DNP program includes theory and empirical findings from nursing and other disciplines (including the translation of research into practice, use of information systems, system change, leadership and policy).

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

1. Demonstrate safe, effective, and efficient practice in a define area of advanced nursing practice.
2. Integrate nursing science, knowledge from ethics, biophysical, psychosocial, analytical and organizational and informational sciences as the basis for advanced nursing practice and new approaches to care delivery.
3. Use analytic methods to critically appraise the literature and develop best practices.
4. Implement and evaluate best practices to meet current and future needs of patients, communities and populations.
5. Develop effective strategies to ensure safety and quality health care for patients and populations.
6. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient centered care.
7. Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
8. Select and evaluate information systems and patient care technology, considering related ethical, regulatory and legal issues, to improve patient care and healthcare systems.
9. Use major factors and policy triggers that influence health policy-making in order to influence policy; educate others about health disparities, cultural sensitivity and access to quality care; and advocate for social justice, equity, and ethical policies in all health care arenas.
10. Employ consultative, collaborative and leadership skills on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.

Additional information about the DNP Program can be found on the [Doctor of Nursing Practice \(DNP\) Program section](#) of the Duke University School of Nursing Web site and in the *Doctor of Nursing Practice (DNP) Program Student Handbook* for 2012-2013.

PhD in Nursing Program

The [PhD in Nursing Program](#) will prepare nurse scientists to conduct nursing research in the broad area of Trajectories of Chronic Illness and Care Systems. Graduates will assume roles primarily in academic and research settings. Our approach is to admit a small number of highly qualified applicants so that every student will work closely with one or more faculty members in a series of mentored experiences, supported by formal course work, to:

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

The program requires a minimum of 46 credit hours of graduate course work (post-MSN) prior to a dissertation. Students will work on active research projects, and it is expected that most will graduate with a record of publication. Course work is structured with a substantial core (33 credits) of nursing science and research methods to be taken in the School of Nursing. This core will be expanded with elected statistics, research methods, and minor area courses (9 credits) to be taken mainly outside of nursing in other Duke University departments. Additional requirements include three 1-credit research practica and a 1-credit teaching practicum.

In addition to course work and a dissertation, the PhD in Nursing Program will require each student to develop a scholarly portfolio.

Each student completes a preliminary (admission to PhD candidacy) exam by the end of the second year or early in the fall of the third year. The formal requirement is the presentation of a dissertation. Students will be expected to complete the program in four to five years. It is the expectation of the Graduate School that PhD students will be fully supported for a minimum of five consecutive years, beginning with their year of matriculation. Graduate students are supported in a variety of ways. While financial commitments are made to students for a set number of years, we expect all students to make a good faith effort to obtain external support at some point during their funding period and students should be encouraged to pursue these opportunities.

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

1. Demonstrate expertise on trajectories of chronic illness and care systems, and the intersection between these, as applied to a specific population (e.g., age, gender, ethnic or specific illness groups).
2. Contribute to the development of conceptual models and theories about trajectories of chronic illness, care systems and their intersection, which reflect synthesis of knowledge from nursing and other disciplines.
3. Evaluate and synthesize research conducted in nursing and related disciplines.
4. Demonstrate scientific integrity in designing and conducting nursing research using appropriate methods and analysis techniques, especially longitudinal methods.
5. Conduct interdisciplinary research addressing trajectories of chronic illness, care systems, and the intersection between these, using culturally competent approaches.
6. Disseminate research findings to advance the evidence-base for practice in nursing and health care, particularly addressing trajectories of chronic illness and care systems.

A baccalaureate or master's degree in nursing from a program accredited by NLNAC or CCNE is required for admission to the PhD in Nursing Program.

For more information about the PhD in Nursing Program and curriculum details, consult the [PhD Program section](#) of the Duke University School of Nursing Web site and the *PhD in Nursing Program Graduate Student Handbook* for 2012-2013. Prospective students can also contact the PhD Program Coordinator by e-mail at revonda.huppert@duke.edu or by telephone at (919)-668-4797.

Post-Doctoral Fellowship Program

TRAJECTORIES OF CHRONIC ILLNESS AND CARE SYSTEMS

The Duke University School of Nursing's [Post-Doctoral Fellowship Program](#) supports two post-doctoral associates each year in developing rigorous theoretical and methodological approaches for studying the separate and combined trajectories of chronic illnesses and care systems.

Each associate admitted to the DUSON Post-Doctoral Fellowship Program will work with a faculty mentor who shares a research interest and is able to supervise the associate's research.

In addition to supervised research, post-doctoral training will involve auditing advanced coursework in the School and active participation in a Duke interdisciplinary center related to the associate's research area.

The program aims are to:

- Expand the cadre of nurse scientists with the advanced training necessary to build the science of trajectories of chronic illness and care systems,
- Expand infrastructure within the School,
- Extend interdisciplinary linkages outside the School to support post-doctoral training on trajectories of chronic illness and care systems.

Post-doctoral fellows have the opportunity to work with NIH-funded investigators to study:

- Prematurity and Low Birth Weight Infants
- Child Health
- HIV/AIDS and Sexually Transmitted Infections
- Cancer
- Aging and Family Caregiving
- End-of-Life Care (Adult and Pediatric)
- Acute and Long-Term Care Organizations
- Informatics

A focus on health disparities or minority populations is desirable.

For application materials and information about possible mentors, potential post-doctoral associates should visit the [Post-Doctoral Fellowship Program webpage](#) or contact NursingResearch@mc.duke.edu

Certificates: Post-Master's Certificate In Nursing (PMC) Option

The [Post-Master's Certificate in Nursing \(PMC\)](#) option provides opportunities for students who already have a master's degree to gain specialized knowledge within any of the specialties offered by the School of Nursing. The program is open to registered nurses who possess a master's degree from an NLNAC or CCNE accredited School of Nursing.

The number of credits required to complete the certificate program varies by specialty; the student must successfully complete the required courses in the chosen nursing specialty. Completion of the Post-Master's Certificate will be documented in the student's academic transcript. Depending upon the specialty, the student may meet the qualifications to apply for certification for advanced practice in the specialty area. For example, students who complete the Post-Master's Certificate in the Nurse Practitioner specialties are eligible to sit for certification examinations.

Additional information about the PMC option can be accessed at the [Post-Master's Certificate in Nursing](#) page of the School of Nursing Web site.

Graduate Certificate in Health Informatics

The [Graduate Certificate in Health Informatics program](#) at the Duke University School of Nursing provides opportunities for students who already have a bachelor's or graduate degree to gain specialized knowledge within health informatics at the School of Nursing. 18 credits are required to complete the certificate curriculum.

The program is open to those with at least one year of health-related work experience who possess a bachelor's degree or higher from an accredited institution.

Certificate: Orthopedic Nurse Practitioner Specialty Concentration

The Duke University School of Nursing Orthopedic Nurse Practitioner Specialty Concentration prepares advanced practice nurses to diagnose and manage musculoskeletal problems. Nurse practitioners with an MSN or higher degree may also enroll in the program as non-degree students and earn a certificate of completion. Nine credits are required to complete the certificate curriculum. For details, visit the [Orthopedic NP Specialty Concentration web page](#).

Making a Difference in Nursing II (MADIN II) Program

The [Making a Difference in Nursing II \(MADIN II\)](#) program is a federally funded workforce diversity project to increase the number of underrepresented minorities in nursing and cultivate a pipeline of minority nurse leaders for the future. The objective of the School of Nursing is to attract and enroll high achieving/high potential underrepresented minority students from economically disadvantaged backgrounds in the ABSN program and ultimately encourage them toward leadership careers in nursing, including the pursuit of doctoral study in nursing (PhD or DNP). The program is designed for students who are in (or entering) their final year of study leading to a bachelor's degree in a non-nursing field. These students have the opportunity to participate as MADIN II Scholars in a three-phase program that includes:

[Summer Socialization to Nursing Pre-Entry program \(SSNPP\)](#). This six-week residential pre-entry program is designed to cultivate enhanced interest in leadership careers

in professional nursing among rising senior or senior level college students in non-nursing disciplines from groups that are underrepresented in nursing. Each student in the pre-entry program receives financial support for travel, housing, food, and cost of program participation, and a modest stipend.

Program objectives for SSNPP students include:

1. Acquire an understanding of professional nursing as a leader in the health care of humans through expertise in education, research and health care delivery.
2. Identify a problem for study in nursing practice, research or education with a designated nursing mentor; investigate the problem using a scientific approach; and share the results in a scholarly presentation to peers, faculty and other interested parties.
3. Develop a personal career trajectory plan with the assistance of a career counselor and others.
4. Cultivate leadership and team building skills and an attitude for success.

Continuing Connectivity program (CCP). This is an integrated retention program targeted to MADIN II Scholars who participated in the SSNPP as juniors. While the Scholars are completing their senior year of study at their current institution, the CCP helps them maintain momentum and stay connected to the Duke University School of Nursing, program staff, mentors, and advisors.

Succeed to Excellence program (SEP). As MADIN II Scholars enter and progress in the Duke ABSN Program, SEP provides academic and social support, financial assistance (through stipends or scholarships), to ease the burden of attendance in the Duke University ABSN Program; preparation for NCLEX, and career development counseling. The amount of financial assistance offered is based on available funding. SEP encourages MADIN II Scholars to continue their studies toward the PhD or Doctor of Nursing Practice degrees upon completion of the Bachelor of Science in Nursing.

For additional information about the program, visit the MADIN II web page or contact madin@dm.duke.edu.

Population Care Coordinator Certificate Program

The Duke University School of Nursing [Population Care Coordinator Certificate program](#) is a 14-week certificate program developed in collaboration with partner health care organizations, to prepare their nurses in the competencies crucial to the role of Population Care Coordinator (PCC) in primary physician practices that participate in patient-centered medical home programs. This collaborative training program is delivered in an online format, supplemented with three intensive face-to-face sessions. A mentored residency component serves as the capstone experience, integrating coursework with skills learned, to give students real-world understanding and experience in the role. Participants typically work while completing the certificate program, which typically requires about 12-15 hours/week of course work.

Duke University School of Nursing tailors the Population Care Coordinator Certificate curriculum to include instructional elements unique to each partner organization and necessary for compliance with any applicable state regulations. The School of Nursing monitors, provides feedback, and evaluates each student's progress throughout the duration of training, including the mentorship experiences.

Program objectives for PCCP students include development of competencies such as:

- Population care coordination

- Care team leadership
- Continuous quality improvement
- Population health management
- Health coaching and education
- Approaches to behavior change
- Skill building for patient self management
- Monitoring and tracking patient care goals and issues
- Integrating community resources
- Clinical registries, evidence-based alerts, and reminders

Qualified nurse participants who complete the program earn the certificate, 9 graduate credits, and 90 contact hours for continuing education from the Duke University School of Nursing.

Additional information about the Population Care Coordinator certificate program is available to potential partner organizations through the program office (Tel. 855-745-7227, email pccp@duke.edu).

Admission Requirements

Admission Requirements for the Accelerated Bachelor of Science in Nursing (ABSN) Degree Program

Students admitted to the program are expected to be self directed and committed to a rigorous academic and clinical experience, and must possess the physical and mental skills and abilities necessary to complete the ABSN curriculum. Admission requirements:

1. Bachelor's degree from a regionally accredited college or university.
2. Undergraduate GPA of 3.0 or higher on a 4.0 scale.
3. Satisfactory performance on the Graduate Record Examination (GRE) within five years. The GRE will be waived for those with an undergraduate GPA of 3.4 or higher and/or those holding a master's or higher degree.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) Web site.
 - When registering for the GRE, enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.



REQUIRED APPLICATION MATERIALS

1. Completion of the online application for admission to the Accelerated Bachelor of Science in Nursing Program.
2. Official educational transcripts from all institutions attended. International transcripts should be accompanied by a course-by-course evaluation from a credential evaluation agency such as [World Education Services \(WES\)](#).
3. Three letters of recommendation attesting to academic ability, professional competency, and personal character from persons not related to the applicant.
4. Personal statement.
5. \$50 non-refundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710). Do not send cash.

Personal interviews are conducted as determined by the program. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contribution to the profession. Exceptions to any of the admission requirements will be considered on an individual basis.

PREREQUISITES

Successful completion of all prerequisite courses (a letter grade of B- or higher is required in anatomy and physiology and in microbiology; a grade of C or higher is required in all other prerequisite courses).

Prerequisite courses:

- Human Anatomy & Physiology (6–8 credits; a grade of B- or higher is required)
- Microbiology (3–4 credits; a grade of B- or higher is required)
- Basic Statistics (3 credits)
- General Psychology (3 credits)
- General Sociology (3 credits)
- English Composition (3–6 credits)
- Completion of course in growth and development and a course in general nutrition strongly recommended

These courses may be taken at any accredited college, university, or community college. All prerequisite courses must be completed prior to enrolling in the ABSN Program.

Admission Requirements for the Master of Science in Nursing (MSN) Degree Program

All students admitted to the program must possess the physical and mental skills and abilities necessary to complete the MSN curriculum. Requirements for admission to the Master of Science in Nursing Program at the Duke University School of Nursing are:

1. A Bachelor of Science in Nursing (BSN) degree with an upper division nursing major from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE), or an Associate Degree in Nursing or a Diploma in Nursing with a BS/BA from a regionally accredited program in another field of study.
2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics (basic biostatistics).
4. Satisfactory performance on the Graduate Record Examination (GRE). For students who have earned a Master's or higher degree and for individuals with an undergraduate grade point average of 3.4 or higher on a 4.0 scale, the GRE requirement is waived.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) Web site.
 - When registering for the GRE, applicants must enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
5. A minimum of one year of nursing experience before matriculation is recommended for most specialties. Applicants with less than one year of experience will be advised to take core courses in the first year of study while working to meet the clinical experience recommendation.
 - Applicants in the [Nurse Anesthesia \(CRNA\)](#) specialty must have a minimum of one year's (two years preferred) current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-

maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.

6. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - a. The student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile). Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the [Nurse Licensure Compact section](#) of the National Council of State Boards of Nursing Web site; or
 - b. The student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.
 - c. Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
 - d. Verification of licensure:
 - All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
 - All students from states participating in the Nurse Licensure Compact must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - All distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - Any student who begins core courses while awaiting licensure must verify licensure upon request and prior to beginning core specialty courses. If an enrolled student fails to obtain licensure after taking the NCLEX, the student may choose to take a leave of absence for up to one year and return upon obtaining licensure, or will be administratively withdrawn.
7. All MSN applicants must have Basic Life Support Certification for Healthcare Providers.
8. Additional certifications are required for admission to the MSN Program in certain specialties, such as Nurse Anesthesia (CRNA), Neonatal Nurse Practitioner, and Acute Care Pediatric Nurse Practitioner. Consult the Licensing and Certification section for details.

REQUIRED APPLICATION MATERIALS

1. Completion of the online application for the Master of Science in Nursing Program.

2. Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
3. Three letters of recommendation pertaining to academic ability, professional competency, and personal character.
4. Personal statement.
5. Resume or Curriculum Vitae.
6. \$50 non-refundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710). Do not send cash.

Personal interviews are conducted as determined by the program. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

ADDITIONAL ADMISSION PATHWAYS TO THE MSN DEGREE PROGRAM

Admission Requirements for the ABSN-to-MSN Early Decision Option

Each semester participating MSN specialties will offer an internal competitive admission application option for current ABSN students in at least their third semester, or DUSON alumni who have successfully completed the ABSN program within the last three semesters. This option provides for an internal competitive application review, but does not guarantee admission. Those requesting early decision considerations must have a minimum cumulative DUSON GPA of 3.0 or higher in the ABSN program and submit the materials as listed on the Early Decision Application. Consult the ABSN-MSN Early Decision Option webpage for application deadlines and additional information about the application process.

Admission offered through the ABSN-MSN Early Decision Option will be contingent upon successfully meeting the full admission requirements of the program including successful completion of the ABSN program, RN licensure, and practice requirements that may apply.

Admission Requirements for the RN-to-MSN Pathway

Applicants for the RN-to-MSN Pathway must have the following:

1. A BS/BA in any field from a regionally accredited institution, *and*
2. Either an associate degree in nursing or a diploma in nursing from an accredited program.

In all other respects, the admission requirements for the RN-to-MSN Pathway and the requirements for the Master of Science in Nursing degree program are the same.

Admission Requirements for the Doctor of Nursing Practice (DNP) Degree Program

The Duke DNP program has two primary points of entry, post-BSN and post-MSN. The degree builds upon the experience and education of advanced practice master's-prepared nurses, and also allows students who enter the program after earning a bachelor's degree in nursing to prepare for an advanced practice role as part of their DNP program. All students admitted to the DNP program must possess the physical and mental skills and abilities necessary to complete the curriculum.

DNP APPLICANTS WITH BSN DEGREE: ADMISSION REQUIREMENTS

The applicant with a BSN must declare an advanced practice specialty area at the time of application. Obtaining a slot within an individual specialty may be competitive due to limited space within the specialty. Currently, the Post-BSN to DNP option is not open to applicants interested in the Nursing and Health Care Leadership, Informatics, Nursing Education, or Clinical Research Management specialties. Admission requirements include:

1. Bachelor of Science in Nursing (BSN) degree with an upper division nursing major from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Undergraduate course work must include satisfactory completion of a course in descriptive and inferential statistics.
4. Satisfactory performance on the Graduate Record Examination (GRE) if GPA is less than 3.4.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) Web site.
 - When registering for the GRE, applicants must enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.

DNP APPLICANTS WITH BSN DEGREE: REQUIRED APPLICATION MATERIALS

1. Completion of the online application for the Doctor of Nursing Practice Program.
2. Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
3. Resume or curriculum vitae.
4. Three letters of reference pertaining to academic ability, professional competency, and personal character.
5. Personal statement.
6. E-portfolio of professional practice that highlights educational, professional and community activities, as well as scholarship.
7. \$50 non-refundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710). Do not send cash.

DNP APPLICANTS WITH MASTER'S DEGREE: ADMISSION REQUIREMENTS

1. Earned master's degree in an advanced practice specialty from a nationally accredited (NLNAC or CCNE) school of nursing,
 - The following are defined as advanced practice, based on the American Association of Colleges of Nursing: Nurse Practitioner, Clinical Nurse Specialist, Nurse Anesthetist, Nurse Midwife, Nurse Administrator, and Nursing Informatics.
2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Satisfactory completion of a graduate course in inferential statistics.

4. Satisfactory completion of a graduate course in research methodology.
5. Current licensure as a registered nurse in the state in which practice will occur.
 - a. Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
 - b. Verification of licensure:
 - Students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
 - Students from states participating in the Nurse Licensure Compact must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - Distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.

DNP APPLICANTS WITH MASTER’S DEGREE: REQUIRED APPLICATION MATERIALS

1. Completion of the online application for the Doctor of Nursing Practice Program.
2. Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
3. Resume or curriculum vitae.
4. Three letters of reference pertaining to academic ability, professional competency, and personal character.
5. Personal statement from the applicant.
6. E-portfolio of professional practice that highlights educational, professional and community activities, as well as scholarship.
7. Certification as an advanced practice nurse (if applicable).
8. \$50 non-refundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710). Do not send cash.

Personal interviews are conducted as determined by the program. Selection for admission to the DNP Program will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

Admission Requirements for the PhD Program

The PhD in Nursing Program is a degree program of the Duke University Graduate School. Applications for the PhD program should be submitted online directly to the Graduate School through the [Duke University Graduate School electronic online application service](#).

The overall goal of the PhD Program in Nursing is to give the highest caliber students—those having interest and aptitude for nursing research – a broad appreciation of the fundamental principles underlying the philosophy of science and the discipline of nursing,

as well as the education they will need to expand the evidence base for nursing science by applying their substantive knowledge and technical skills.

In addition to the requirements of the Duke University Graduate School, the School of Nursing has admission requirements specific to Nursing PhD candidates.

PhD students will be admitted once a year for Fall Term. Applications must be received by December 8 of the previous calendar year.

Prerequisites for admission to the PhD Program include:

1. A baccalaureate or master's degree in nursing from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) is required for admission to the PhD program.
 - a. Post-master's students. Students entering the PhD program with a master's degree in nursing must show evidence of satisfactory completion of a master's level nursing research course and a graduate course in descriptive and inferential statistics. These prerequisites may be met by taking N307 (Research Methods) and N308 (Applied Statistics) before proceeding with PhD coursework.
 - b. Post-baccalaureate students. Applicants with a baccalaureate degree in nursing must demonstrate exceptional academic qualifications, have clear research-oriented career goals, and choose a dissertation topic congruent with the research program of a Graduate Faculty member in the School of Nursing. Applicants with a baccalaureate degree are expected to have completed a nursing research course, a graduate-level statistics course, and an advanced nursing role course.
2. The Graduate Record Examination (GRE) is required of all applicants to the PhD in Nursing Program. The scores submitted must be from a GRE taken within the past five years.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) Web site.
 - When registering for the GRE, applicants must enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
3. Completion of the [online application for admission to the Graduate School of Duke University](#).
4. Nursing License. Applicants must hold a valid current nursing license in a U.S. state, preferably North Carolina. Information about licensure procedures for the State of North Carolina can be accessed through the [North Carolina Board of Nursing Licensure/Listing Home Page](#) or obtained by mailing a request to the North Carolina Board of Nursing (P.O. Box 2129, Raleigh, NC 27602) or telephoning the NC Board of Nursing at (919)-782-3211.

REQUIRED APPLICATION MATERIALS

1. All applications to the PhD in Nursing Program must be submitted online directly to the Graduate School of Duke University, using the Graduate School electronic application service. Prospective students can find additional infor-

mation about applying to the Graduate School in the Application Requirements section of the Graduate School Web site. Application information specific to the Duke University PhD in Nursing Program is also available online.

2. Transcript(s). Each applicant must upload one copy of a scanned unofficial transcript from each institution (undergraduate or graduate) attended. Consult the instructions for scanning and uploading transcripts on the Graduate School website.
 - Applicants should not provide official copies of their transcripts until they receive an offer of admission. At that time, official copies should be mailed directly from each institution to: Duke Graduate Enrollment Services Office, 2127 Campus Drive, Box 90065, Durham NC 27708.
 - Duke University reserves the right to rescind any offer of admission if any discrepancies are found between the uploaded unofficial transcript[s] and the official transcript[s].
 - The accepted applicant must also submit certification of all degrees received, including the date the degree was awarded. (This information may be included on the final transcript or on the diploma.)
3. Letters of recommendation. Three letters of recommendation to the Graduate School attesting to the applicant's academic ability and capacity for graduate work. These letters should be solicited from professionals who can address the applicant's qualifications for doctoral study. Therefore, at least two of the letters should be from persons with doctoral education.
 - The Graduate School requires applicants to submit electronic letters of recommendation via the online application.
4. Personal Statement. Applicants to the PhD in Nursing Program are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. [Instructions for writing the personal statement](#) can be accessed online.
 - The personal statement should be submitted directly to the Graduate School Enrollment Services office together with the transcripts.
 - The personal statement must also be sent electronically to the PhD in Nursing Program at: revonda.huppert@duke.edu
5. Curriculum vitae (CV) or Resume. Applicants to the PhD Program must submit to the Duke University School of Nursing a curriculum vitae (CV) or resume that summarizes their education, career experience, and contributions, if any (e.g., articles, presentations, research experience).
 - The CV or resume should be sent electronically to the PhD in Nursing Program at: revonda.huppert@duke.edu The Graduate School or Duke University does not require a copy of the CV or resume.
6. Application Fee. A nonrefundable \$75 application fee must accompany the application. This fee must be submitted electronically to the Graduate School Enrollment Services Office. No application is processed without the application fee.

After application information is received by the Graduate School of Duke University, the PhD Program Coordinator will contact the applicant to make arrangements for the applicant to have personal interview with the admissions committee. All international applicants will be interviewed by phone on Skype. Following this interview, the

Admissions Committee will review the student's application to determine if they wish to nominate the application for admission. The Admissions Committee nominations are sent to Duke University Graduate School Admissions Office for the final review and decision by the Associate Dean in the Graduate School.

TECHNOLOGY REQUIREMENTS FOR PHD STUDENTS

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

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

International Student Requirements

International students are encouraged to review the [online resources for international applicants to Duke](#), and to apply as soon as the window for application opens for the year they wish to attend Duke, to ensure sufficient time to complete the following additional requirements:

REQUIREMENTS FOR INTERNATIONAL APPLICANTS TO ALL ACADEMIC PROGRAMS

The following requirements must be met by international applicants to all academic programs in the Duke University School of Nursing:

1. **Financial Support.** Evidence of adequate financial support for the duration of the program. (The PhD Program does not require proof of adequate financial support, because it is a fully funded program.)
2. **Proof of English Proficiency.** Any applicant who does not currently hold a United States permanent resident card (green card) or who has never studied at a U.S. institution must submit scores from the [Test of English as a Foreign Language \(TOEFL\)](#) administered through the Educational Testing Service. The TOEFL institution code number for Duke is 5156.
 - a. The applicant's score must not be more than two years old, and an official copy must be sent to Duke University directly from the testing agency. Personal copies, attested, or notarized documents are not acceptable.
 - b. It is the policy of Duke University to consider students with a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), or 83 (internet-based test).
 - c. The requirement for the TOEFL may be waived if:
 - the applicant has studied full-time for two or more years at a college or university in a country whose primary language is English, and the sole language of instruction of the college or university is English, and
 - this requirement has been completed at the time the application the application is submitted.
3. **Visa Eligibility.**
 - a. In order to study in the United States, international students must obtain the appropriate visa. Students attending Duke University will receive one of the following types of visas:

- F-1 Student Visa, with an I-20 Certificate of Eligibility issued by Duke University.
- J-1 Exchange-Visitor (Student) Visa, with a DS-2019 Certificate of Eligibility issued by Duke University (or a sponsoring agency).

For additional information about F-1 and J-1 visas, prospective international students should consult the [Duke Visa Services Web site](#).

- b. Additional information about visa eligibility. Before Duke can issue the I-20 or the DS-2019, U.S. immigration law requires that the University must have documented evidence that a student has adequate financial resources to cover the expenses of studying here for at least one year. (Additional funds must be verified if a student plans to bring a spouse or children.)
 - Once a student is enrolled, the visa approval process is initiated by the Duke University School of Nursing Admissions Officer (for students in the ABSN, MSN, PMC, or DNP Programs), or through the Duke University Graduate School (for students in the PhD Program only).
 - If a student is being awarded any financial assistance from Duke, this information is utilized in the visa approval process. Please note, however, that financial assistance from Duke, if offered, may or may not cover the minimum amount required for a visa eligibility form to be issued. Each student must assume responsibility for the amount needed beyond what Duke may award. The appropriate visa is issued only after a student has been offered admission, has returned the online enrollment form, and has provided verification of the necessary funds.
 - If an international student is currently attending a U.S. institution and is planning to transfer to Duke University School of Nursing, the current school must transfer the student's visa record to the Duke Visa Services Web site. It is the student's responsibility to submit the request to his/her current school.
 - c. Consult the [Duke Visa Services Web site](#) for additional information about visa eligibility and applications. The Visa Services Web site also provides updates in the event of changes in U.S. immigration law.
4. Course load requirements for students with F-1 visa. International Students with an F-1 visa must maintain a full-time course load each semester. A full-time course load is at least 9 credits per semester for the Fall and Spring semesters, and at least 6 credits per semester for the Summer semester.
 - a. Duke University School of Nursing provides on-campus, distance, and online courses of study. International students with an F-1 visa are not allowed to take more than three credits online during any semester.
 - b. International students in the DNP Program are required to obtain an F-1 visa in order to attend the executive on-campus sessions required by the program.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL APPLICANTS TO MSN, DNP, AND PHD DEGREE PROGRAMS AND GRADUATE-LEVEL CERTIFICATE PROGRAMS)

1. GFNS Exam. Applicants must have a passing score on the [Commission on Graduates of Foreign Nursing Schools \(CGFNS\) Qualifying Exam](#).

2. Full Education Course-by-Course Report from the CGFNS Credentials Evaluation Service. For students educated outside the United States, the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Exam is a prerequisite for taking the Registered Nurse licensing examination in the state of North Carolina and for obtaining a nonimmigrant occupational preference visa (H1-A) from the U.S. Immigration and Naturalization Service.
 - a. CGFNS offers a three-part International Certification Program: 1) a credentials review, which includes secondary and nursing education, registration and licensure; 2) the CGFNS International Qualifying Exam testing nursing knowledge (administered four times per year at multiple locations worldwide); 3) an English language proficiency examination.
 - b. Application materials and information about examination dates and locations may be accessed via the [CGFNS International Web site](#) or requested from CGFNS, 3624 Market Street, Philadelphia, Pennsylvania 19014 (telephone: 215-349-8767). The registration deadlines for these exams are approximately four months prior to their administration. Early application is therefore essential.

Specialized Programs

Admission Requirements for the Post-Master's Certificate (PMC)

All students admitted to the program must possess the physical and mental skills and abilities necessary to complete the Post-Master's Certificate curriculum. Requirements for admission as a Post-Master's Certificate student at the Duke University School of Nursing are:

1. A master's degree from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE), or a master's degree in another discipline acceptable to the specialty faculty.
2. Bachelor's or post-baccalaureate course work must include satisfactory completion of a course in descriptive and inferential statistics. This requirement is waived if the student has completed a graduate course in statistics.
3. Nursing experience requirements may vary by specialty. It is recommended that applicants have a minimum of one year of nursing experience before matriculation.
 - Applicants in the [Nurse Anesthesia \(CRNA\)](#) specialty must have a minimum of one year's (two years preferred) current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.
4. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - a. The student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the

declared fixed permanent and principal home for legal purposes, or domicile). Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the [Nurse Licensure Compact section](#) of the National Council of State Boards of Nursing Web site; or

- b. The student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.
 - c. Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
 - d. Verification of licensure:
 - All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
 - All students from states participating in the
 - Nurse Licensure Compact must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - All distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - Any student who begins core courses while awaiting licensure must verify licensure upon request and prior to beginning core specialty courses. If an enrolled student fails to obtain licensure after taking the NCLEX, the student may choose to take a leave of absence for up to one year and return upon obtaining licensure, or will be administratively withdrawn.
5. Additional certifications are required for admission as a Post-Master's Certificate student in certain specialties, such as Nurse Anesthesia (CRNA), Neonatal Nurse Practitioner, and Acute Care Pediatric Nurse Practitioner. Consult the Licensing and Certification section for details.

REQUIRED APPLICATION MATERIALS

1. Completion of the online application for the Post-Master's Certificate.
2. Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
3. Two letters of recommendation pertaining to academic ability, professional competency, and personal character.
4. Personal statement.
5. Resume or Curriculum Vitae.
6. \$50 non-refundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710). Do not send cash.

Personal interviews are conducted as determined by the program. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

Admission Requirements for the Graduate Certificate in Health Informatics

The Graduate Certificate in Health Informatics program of the Duke University School of Nursing is available to those with at least one year of health-related work experience who have a bachelor's or graduate degree. Students admitted to the program must possess the physical and mental skills and abilities necessary to complete the curriculum. Requirements for admission to the program are:

1. Bachelor's or graduate degree from a regionally accredited institution.
2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. One year minimum health-related work experience in nursing, medicine, engineering, computer science, health administration, public policy, life sciences, or other health care fields.

REQUIRED APPLICATION MATERIALS

1. Completion of the online application for the Certificate Program.
2. Official transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
3. Resume or curriculum vitae.
4. Two letters of recommendation that include health care experience and attest to the applicant's academic ability, professional competency, and personal qualifications.
5. Personal statement.
6. \$50 non-refundable application fee, payable by credit card online or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710). Do not send cash.

Personal interviews are conducted as determined by the program. Other arrangements will be made when distance is a factor. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

Admission Requirements for the Certificate in Orthopedic Nurse Practitioner Specialty Concentration

Advanced practice nurses who are not enrolled in the MSN or DNP Programs may apply for enrollment in the Orthopedic NP Specialty Concentration as non-degree students. Applicants must be nurse practitioners with an MSN or higher nursing degree from a regionally accredited institution, and must complete the application materials required for the non-degree enrollment option (see below).

Applicants must submit the Non-Degree Student Application at least two weeks prior to the start of each semester. Enrollment decisions will be made by course instructors on a space-available basis. Non-degree students have the option of enrolling in one or two courses or earning the certificate of completion for the full 9-credit Orthopedics NP Specialty Concentration. Enrollment preference will be given to students expressing interest in obtaining the certificate of completion. Consult the [Orthopedic Nurse Practitioner Specialty Concentration FAQ](#) for further details.

Admission Requirements for the Non-Degree Enrollment Option

The Duke University School of Nursing's Non-Degree Enrollment Option provides an opportunity for students already holding a bachelor's degree to enroll in graduate courses in certain specialties without being formally admitted to the School of Nursing. Non-degree enrollment option students can earn up to seven graduate credits in the specialties listed on the Non-Degree Nursing Enrollment Option website, provided that he or she meets the requirements listed below.

1. A bachelor's degree earned from a regionally accredited institution is required for non-degree student consideration.
2. Non-degree students must satisfy the appropriate prerequisites for each course before enrolling.

Duke University School of Nursing maintains official transcripts for all students using the non-degree enrollment option, documenting attendance and earned grade(s) in the course(s)

Qualified applicants who are not enrolled in the MSN or DNP degree programs may apply for enrollment as non-degree students in the Orthopedic Nurse Practitioner Specialty Concentration (see above) and earn up to nine graduate credits in that specialty. Consult the Orthopedic NP Specialty Concentration webpage for details.

REQUIRED APPLICATION MATERIALS

1. Completion of the [Non-Degree Application](#).
2. Official copy of transcripts from all post-secondary educational institutions attended.
3. Resume or curriculum vitae.
4. Clinical courses require:
 - Two letters of reference from employers.
 - Evidence of licensure as a nurse in North Carolina or a state participating in the [Nurse Licensure Compact \(NLC\)](#). Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the [Nurse Licensure Compact section](#) of the National Council of State Boards of Nursing Web site. All students from states participating in the NLC must provide proof of licensure to the Office of Admissions and Student Services.
5. \$50 nonrefundable application fee (personal check or money order) payable to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. Do not send cash.

The non-degree application must be received by the deadline for the semester during which the course will be offered. Requests for non-degree status will be considered within two weeks after the appropriate deadline. Non-degree students are admitted to individual classes by permission of the instructor on a space-available basis. If permission to take a course is granted by the faculty, the student will be notified by the Office of Admissions and Student Services.

Admission as a non-degree student in the School of Nursing does not imply or guarantee admission to a degree program. If a non-degree student is later admitted to the Master of Science in Nursing degree program, a maximum of seven (7) credits earned as a non-degree student will be accepted toward the MSN degree.

Admission Requirements for the Making A Difference In Nursing II (MADIN II) Program

The goal of MADIN II (a federally funded workforce diversity program funded by a grant from the Health Resource and Service Administration) is to provide the supports and guidance necessary for underrepresented minority students from economically disadvantaged backgrounds to achieve degrees in nursing and be academically, experientially and socially prepared for the highest levels of nursing and health care service, research, education and practice. MADIN II accepts applications from seniors in college/post-baccalaureate students and from juniors in college.

To be eligible to apply for MADIN II, a candidate must meet these admission requirements:

1. Be a member of one of the following underrepresented groups in nursing: American Indian, African American, Hawaiian/Asian Pacific Islander, Hispanic/Latino
2. Be at least a junior in college completing a non-nursing baccalaureate degree program at the time of application.
3. Have a minimum overall GPA of 3.0 as validated by college transcript.
4. Be a US citizen or hold a permanent resident visa.

Simultaneously with acceptance into the MADIN II program, Scholars meeting criteria for the Duke University School of Nursing Accelerated Bachelor of Science in Nursing (ABSN) Program are considered for admission into the School of Nursing. Students admitted to both MADIN II and the ABSN program must possess the physical and mental skills and abilities necessary to complete the program curriculum.

REQUIRED APPLICATION MATERIALS

1. Complete online application.
 - **Seniors in college/post-baccalaureate students:** Complete Duke's ABSN application online and select 'YES' in response to your interest in MADIN II. A \$50 application fee will be assessed.
 - **Juniors in college:** Complete the MADIN II Junior Application online. No application fee is required.
2. Compelling typed personal statement (application provides instructions)
3. Three (3) strong letters of recommendation using a standardized reference form found online.
4. Official copies of all post-secondary educational transcripts.
5. GRE scores, if GPA is below 3.4.
6. Participation in individual personal interview.

After application information is received, the applicant will be contacted to make arrangements for a personal interview (in person or by telephone).

For further information and application deadlines, visit the [MADIN II webpage](#) or contact the Administrator of the MADIN II program at (919) 681-9051 or madin@dm.duke.edu

Admission Requirements for the Population Care Coordinator Certificate Program (PCCP)

The Population Care Coordinator certificate program, developed in collaboration with partner health care organizations, is customized to train their nurses to serve as population care coordinators at primary physician practices.

Duke University School of Nursing tailors the PCCP curriculum to include instructional elements unique to each partner organization and necessary for compliance with any applicable state regulations. Therefore, the PCCP program developed for each partner organization is open only to qualified nurses associated with that organization. Admission requirements for the PCCP are otherwise comparable to those required for admission to the School of Nursing as a non-degree student. A bachelor's degree from a regionally accredited institution is required. Please refer to the Population Care Coordinator certificate program Web page for additional information.

Application Dates

ACADEMIC DEGREE PROGRAMS

The [Admissions Office Web page](#) provides information about the terms in which students are considered for admission and priority application deadlines for the following degree programs:

- ABSN program, MSN Program, CRNA specialty within MSN Program, DNP Program (post-BSN entry), and DNP Program (post-Master's entry).

The PhD Program is a program of the Duke University Graduate School and accepts students only for enrollment in the fall. For information about Graduate School application deadlines, consult the [Duke University Graduate School Admissions website](#).

SPECIALIZED PROGRAMS

Graduate-Level certificate programs. Prospective applicants for enrollment as Post-Master's Certificate, Graduate Certificate in Health Informatics, and Orthopedic Nurse Practitioner Specialty Concentration Certificate students should consult the Admissions Office application dates and deadlines page for information about the terms in which certificate students are considered for admission and priority application deadlines.

MADIN II. For information about application deadlines for the MADIN II program, consult the [MADIN II webpage](#) or contact the Administrator of the MADIN II program at (919) 681-9051 or madin@dm.duke.edu.

Population Care Coordinator certificate program. Application dates for enrollment in the Population Care Coordinator certificate program are arranged by DUSON in collaboration with the PCCP partner organizations.

Pre-Enrollment Requirements for Academic Programs

All students are required to complete the pre-enrollment requirements. Failure to accurately or promptly submit the required information may delay course registration. In some cases non-compliance may cause for a student to be administratively withdrawn from the School of Nursing.

TUITION DEPOSITS

A non-refundable deposit to the Duke University School of Nursing must accompany the acceptance of admission. Please refer to the Admissions website for detailed information about deposit amounts. The deposit will be credited to the first semester student account.

HEALTH AND IMMUNIZATION RECORD

All matriculating students must show documentation of the immunizations required by the State of North Carolina. The only exceptions are for students who are enrolled for four credit hours or less (and in only non-clinical courses), or students enrolled only in non-clinical online programs.

Students with any additional questions about fulfilling the immunization requirements should contact Duke Student Health by e-mail at DSHS_Immunizations@mc.duke.edu or by telephone at (919)-681-9355. All students are responsible for meeting and maintaining the required immunizations.

CERTIFICATION OF HEALTH REQUIREMENTS (ABSN)

In addition to meeting the health and immunization record requirements of Duke University described above, all students in the Accelerated BSN Program must certify that they meet health requirements for the program by returning a signed copy of *Form A, Certification of Health Requirements* to the Office of Admissions and Student Services.

CONFIDENTIALITY AGREEMENT

Students of Duke University and Duke University Health System may have access to confidential information that is needed to perform their job duties. Patient and personnel information from any source and in any form (e.g., paper record, talking, computers, etc.) is strictly confidential. The Duke Confidentiality Form must be signed by all entering students to acknowledge that they will uphold the requirements of the agreement.

CRIMINAL BACKGROUND CHECK POLICY

The offer of admission is contingent on an acceptable criminal background check. Each student is considered on an individual basis. There are NO criminal convictions or impairments that are an absolute bar to admission; however, completion of an educational program does not guarantee eligibility for registered nurse licensure.

LICENSES AND CERTIFICATIONS

Safety Training. All Duke University School of Nursing students are required to complete health and safety training. It is the student's responsibility to maintain a current training status.

AHA Basic Life Support. All entering ABSN and MSN students must have a current American Heart Association (AHA) Basic Life Support-Healthcare Provider card demonstrating successful completion of AHA Basic Life Support for Healthcare Providers training. This training must be valid for the duration of the student's program.

Professional Licensure. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation as students in the MSN and DNP Programs and for matriculation as Post-Master's Certificate students, unless:

1. The student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile). Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the Nurse Licensure Compact section of the National Council of State Boards of Nursing Web site; or
2. The student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.

3. Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
4. Verification of licensure:
 - All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
 - All students from states participating in the Nurse Licensure Compact must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - All distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
 - Any student who begins core courses while awaiting licensure must verify licensure upon request and prior to beginning core specialty courses. If an enrolled student fails to obtain licensure after taking the NCLEX, the student may choose to take a leave of absence for up to one year and return upon obtaining licensure, or will be administratively withdrawn.

Additional Certification Requirements (MSN Specialties). Additional certification is required for admission to the MSN Program Duke University School of Nursing in certain specialties.

1. Candidates for admission to the MSN Program in the Nurse Anesthesia (CRNA) specialty have the same admission requirements as all other MSN applicants, with the following additions: Advanced Cardiac Life Support (ACLS) certification and Pediatric Advanced Life Support (PALS) certification.
2. Candidates for admission to the MSN Program in the Neonatal Nurse Practitioner specialty have the same admission requirements as all other MSN applicants, with the following addition: Neonatal Resuscitation Program (NRP) certification.
3. Candidates for admission to the MSN Program in the Acute Care Pediatric Nurse Practitioner specialty have the same admission requirements as all other MSN applicants, with the following addition: Pediatric Advanced Life Support (PALS) certification.

Enrollment Policies

COURSE FORMAT

The Duke University School of Nursing offers courses in three delivery formats: campus courses, distance courses, and online courses. Some but not all courses in certain programs are available in more than one format. Course formats are defined as follows:

- **Campus Courses.** Campus courses include regular class sessions on campus throughout the semester. Courses may be totally campus-based or include some online activities.
- **Distance Courses.** Distance courses blend mostly online instruction with some on-campus sessions typically required (from one to three per semester).
- **Online Courses.** Online courses consist of instructor-designed, student-driven, interactive modules of instruction delivered via the Internet. Online courses may have a synchronous component (planned activities at specific times when

students and/or faculty interact – for example, in an online chat or through a teleconference).

The ABSN and PhD programs are campus-based and do not offer courses in online or distance format.

FULL-TIME AND PART-TIME STATUS

Definition of Full-time Status

Full-time status is defined as follows:

- Full credit load for Fall and Spring semesters: 9 credits/semester.
- Full credit load for Summer semester: 6 credits.
- Full credit load for International Students: 9 credits for Fall/Spring semesters and 6 credits for Summer semester; no more than 3 credits per semester may be taken in online format.
- Non-Degree Student Credit Load: 7 credits maximum for most graduate courses; up to 9 credits for non-degree students in the Orthopedic Nurse Practitioner Specialty Concentration.

Changes Between Full-Time and Part-Time Status

If students enrolled in the Master of Science in Nursing Program or Post-Master's Certificate students wish to change from full-time or part-time status, they must notify their academic advisor by completing the online [Student Change of Major or Status](#) form.

General Information About Academic Programs

COMMUNICATION BETWEEN DUKE UNIVERSITY AND STUDENTS

Electronic mail (e-mail) is the official medium by which Duke University communicates policies, procedures, and items related to course work or degree requirements to students enrolled at the university. All students matriculated at the School of Nursing are assigned a Duke University e-mail account upon accepting the offer of admission and submitting the tuition deposit. It is the student's responsibility to check this e-mail account regularly and to respond promptly to requests made by e-mail.

COMPUTER SKILLS

All students are required to possess basic computer skills. The School of Nursing is dedicated to technology-enhanced learning. Courses integrate technology in curriculum delivery and require an intermediate level of computer literacy, including proficiency in MS Word, file management skills, browser management skills, and basic computer security. (See PhD Program computer requirements on the School of Nursing PhD Program Website.)

ADVISEMENT

Every student enrolled in an academic program is assigned a faculty advisor at the time of matriculation. This advisor will direct the student's academic activities and course of study. The student and the student's faculty advisor will develop, update, and maintain a matriculation plan that charts progression to graduation. The faculty advisor assists the student in planning and implementing this course of study throughout the program.

For additional information about advisement in any School of Nursing program, consult the appropriate Student Handbook. Student Handbooks for all degree programs can be [accessed online](#).

CLINICAL SITE PLACEMENT

Clinical learning experiences afford students the opportunity to further use the theory and skills that they have learned in the classroom and the Center for Nursing Discovery. Clinical Placement Services functions as the liaison between the School of Nursing and the

many clinical agencies with whom it partners to provide a well-rounded education to all students. Students are assigned to clinical placements based on the faculty's selection of clinical sites specific to the learning objectives of the course, site characteristics, and availability. Students need to be prepared to travel and be flexible with schedule requirements. MSN students who live outside of North Carolina may be required to attend a clinical site in North Carolina or state other than their resident state.

Student Handbooks

The Student Handbook for each of the School of Nursing degree programs (ABSN, MSN, DNP, PhD) provides complete information about academic progression in the program, including policies and procedures concerning:

- Confidentiality and Release of Student Records
- Academic Advisement
- Student Status (including Change of Status from Full or Part-Time Study)
- Grades
- Course Drop/Add and Withdrawals
- Transfer of Credits
- Applicability of Duke ABSN Students' Graduate Credits to School of Nursing Graduate Programs
- Inter-Institutional Registration Agreements
- Transfer to Another Specialty (MSN Degree Program or PMC Option)
- Time for Completion of the Degree
- Separation from the School of Nursing
- Leave of Absence (Including Student Parental Leave and Procedures for returning from a Leave of Absence)
- Withdrawal from the School of Nursing by Student Request or Involuntary Administrative Withdrawal
- Academic Probation, Academic Warning, and Administrative Withdrawal for Academic Performance
- Commencement

In addition, the Student Handbook for each of the Duke University School of Nursing degree programs provides comprehensive information about each of the following subjects:

- Accommodation for Students with Disabilities
- Harassment Policy
- Non-Discrimination Policy
- Duke Medicine No-Smoking Policy
- Alcohol /Drug Policy
- Student Mental Health Services
- Safety
- Social Media Policy
- Duke University School of Nursing Personal Integrity Policy
- Duke University School of Nursing Judicial Board.

Student Handbooks for all Duke University School of Nursing degree programs can be [accessed online](#) through the “Current Student Resources” section of the School of Nursing Web site.

Program Requirements

Accelerated Bachelor of Science in Nursing Degree Requirements

Completion of the [Accelerated Bachelor of Science in Nursing Program](#) requires the completion of 58 credit hours of study. Two curricular options are available for ABSN students.



ABSN OPTION 1 (RESEARCH)

Semester 1	Credits
N201. Introduction to Professional Nursing and Evidence Based Practice	2
N203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*N330. Selected Topics in Advanced Pathophysiology	3
*N308. Applied Statistics	2
Total Undergraduate/Graduate	9/5
Semester 2	
N210. Pharmacology and Therapeutic Modalities for Nursing	3
N211. Adult Health Nursing	6
N212. Mental Health Nursing	3
N241. Community Partnerships, Assessment, and Program Planning	1
*N502. Health Promotion and Disease Prevention	3
Total Undergraduate/Graduate	13/3
Semester 3	
N220. Nursing Care of the Childbearing Family	4
N221. Pediatric Nursing	4
N224. Leadership, Management, and Contemporary Issues in Nursing	3
N242. Principles of Epidemiology	1
*N307. Research Methods	3
Total Undergraduate/Graduate	12/3
Semester 4	
N230. Nursing Care of Older Adults and Their Families	3
N232. Senior Seminar	1
N233. Nursing Specialty and Synthesis	4
N243. Special Topics in Community/Public Health Nursing	1
*N312. Research Utilization	3
*Graduate Elective	1
Total Undergraduate/Graduate	9/4
TOTAL (58 credit hours)	43/15

* Signifies graduate course and graduate credit

ABS N OPTION 2 (LANGUAGE)

	Credits
Semester 1	
N201. Introduction to Professional Nursing and Evidence Based Practice	2
N203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*N330. Selected Topics in Advanced Pathophysiology	3
*Language Elective	1
Total Undergraduate/Graduate	9/4
Semester 2	
N210. Pharmacology and Therapeutic Modalities for Nursing	3
N211. Adult Health Nursing	6
N212. Mental Health Nursing	3
N241. Community Partnerships, Assessment, and Program Planning	1
*N308. Applied Statistics	2
*Language Elective	1
Total Undergraduate/Graduate	13/3
Semester 3	
N220. Nursing Care of the Childbearing Family	4
N221. Pediatric Nursing	4
N224. Leadership, Management, and Contemporary Issues in Nursing	3
N242. Principles of Epidemiology II	1
*N502. Health Promotion and Disease Prevention	3
*Language Elective	1
Total Undergraduate/Graduate	12/4
Semester 4	
N230. Nursing Care of Older Adults and Their Families	3
N232. Senior Seminar	1
N233. Nursing Specialty and Synthesis	4
N243. Special Topics in Community/Public Health Nursing	1
*N307. Research Methods	3
*Language Elective	1
Total Undergraduate/Graduate	9/4
TOTAL (58 credit hours)	43/15
* Signifies graduate course and graduate credit	

Master of Science in Nursing (MSN) Degree Requirements



The [Master of Science in Nursing](#) degree requires the completion of 36 to 60 units of credit, depending on the specialty selected. These units include four core courses required of all Master's students, the research option, courses in the specialty, and electives.

REQUIRED CORE COURSES AND RESEARCH OPTIONS FOR MSN

Required MSN Core Courses	Credits
N301. Population-Based Approaches to Health Care	3
N303. Health Services Program Planning and Outcomes Analysis	3
N307. Research Methods	3
N308. Applied Statistics	2
MSN Required Core Courses Total	11
Research Options (Select One)	Credits
N312. Research Utilization in Advanced Nursing Practice	3
N313. Thesis	6
N314. Non-thesis Option	6
N315. Directed Research	3-6
Minimum Required Units for Research Option	3
Minimum Required Units of Core Courses and Research for MSN	14

Note. The MSN degree requires completion of a minimum of 3 units in the Research Options category. However, students who select Research Options N313 (Thesis) or N314 (Non-thesis Option) will be required to complete 6 units of research credit.

MSN Specialties

The [Master of Science in Nursing \(MSN\) Program](#) provides education in nursing specialties in support of advanced practice, and includes a comprehensive selection of health system-focused and clinical specialties. Clinical specialties include:

[Nurse Practitioner \(NP\) Specialties](#)

[Adult Acute Care Nurse Practitioner](#)

[Adult Nurse Practitioner – Cardiovascular](#)

[Adult Nurse Practitioner – Primary Care](#)

[Adult Nurse Practitioner – Oncology](#)

[Gerontological Nurse Practitioner](#)

[Family Nurse Practitioner](#)

[Acute Care Pediatric Nurse Practitioner](#)

[Primary Care Pediatric Nurse Practitioner](#)

[Neonatal Nurse Practitioner](#)

[Orthopedic Nurse Practitioner Specialty Concentration](#)

[Clinical Nurse Specialist Specialties](#)

Critical Care Clinical Nurse Specialist–Adult
 Oncology Clinical Nurse Specialist–Adult
 Gerontological Clinical Nurse Specialist
 Pediatric Clinical Nurse Specialist
 Neonatal Clinical Nurse Specialist

[Nurse Anesthesia \(CRNA\) Specialty](#)
[Health System-Focused \(Non-Clinical\) Specialties](#)
[Informatics](#)
[Nursing and Healthcare Leadership](#)
[Nursing Education](#)

MSN: NURSE PRACTITIONER SPECIALTIES – ADULT, GERONTOLOGICAL, FAMILY

The adult, gerontological, and family [Nurse Practitioner specialties](#) focus on developing the knowledge and skills necessary to provide primary and/or acute care across settings, including care of individuals in rural and under-served areas. These nurse practitioner specialties include Acute Care Nurse Practitioner–Adult, Adult Nurse Practitioner–Primary Care, Adult Nurse Practitioner–Cardiovascular, Adult Nurse Practitioner – Oncology, Gerontological Nurse Practitioner, and Family Nurse Practitioner.

All students in these specialties take the Nurse Practitioner Core Courses (listed below), which include pathophysiology, pharmacology, diagnostic reasoning and physical assessment, and management of common acute and chronic health problems. Each specialty also requires the completion of specific courses consistent with clinical practice in that specialty.

Clinical experience requirements for the MSN in the adult, gerontology, and family nurse practitioner specialties meet or exceed the requirements of national credentialing organizations such as the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing for certification in each specialty and qualify the graduate to sit for the appropriate certification examination. The number of clinical hours varies by specialty.

As a capstone experience, all NP students are required to complete a final clinical residency under the mentorship of an experienced clinician in their respective area of expertise. The minimum number of credits required for graduation varies by specialty, ranging from 43 to 45.

Nurse Practitioner Core Courses	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
Required Nurse Practitioner Core Courses (Total)	16

Adult Nurse Practitioner Specialties

Adult Acute Care Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Acute Care	3
Minimum Requirements for MSN in this specialty	43
Adult Nurse Practitioner–Cardiovascular	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular Elective	1-4 2
Minimum Requirements for MSN in this specialty	45
Adult Nurse Practitioner–Primary Care	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
Clinical Elective	3
Electives	5
Minimum Requirements for MSN in this specialty	43
Adult Nurse Practitioner–Oncology	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology	1
Elective	2
Minimum Requirements for MSN in this specialty	44

Adult Nurse Practitioner - Gerontological Specialty

	Credits
Gerontological Nurse Practitioner	14
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Elective/Independent Study	2
Minimum Requirements for MSN in this specialty	44

Family Nurse Practitioner Specialty

	Credits
Family Nurse Practitioner	14
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family	4
Elective	3
Minimum Requirements for MSN in this specialty	45

MSN: NURSE PRACTITIONER SPECIALTIES – PEDIATRIC AND NEONATAL

The pediatric and neonatal Nurse Practitioner specialties prepare graduates as nurse practitioners in primary, secondary, tertiary, long-term, or home care settings for pediatric patients across the age and illness continuum. Emphasis is placed on family-centered culturally sensitive care. The Acute Care Pediatric Nurse Practitioner, Primary Care Pediatric Nurse Practitioner, and Neonatal Nurse Practitioner specialties build on the Pediatric/Neonatal Nurse Practitioner Core Courses (listed below), which include Pediatric/Neonatal pathophysiology, Pediatric/Neonatal pharmacology, and Pediatric/Neonatal physical assessment. Courses in each specialty address management of pediatric or neonatal patients and families within the framework of the patient's stage of growth and development.

The specialty courses are supplemented by clinical hours which may include primary care pediatric clinics, pediatric intensive care, pediatric cardiology, pediatric/neonatal radiology, pediatric surgery, pediatric/neonatal transport, neonatal intensive care, neonatal transitional care, pediatric and neonatal step-down units, pediatric rehabilitation, pediatric home care, and school-based health clinics. Clinical experience requirements for the MSN in the pediatric and neonatal nurse practitioner specialties meet or exceed the requirements for specialty certification by national credentialing organizations and qualify the graduate to sit for certification examinations in the specialty. The capstone course is the residency. Under the guidance of a mentor, students manage cohorts of patients in selected clinical facilities. Integral to the residency are seminars that address transition to the practitioner role, integration of clinical and didactic learning, and preparation for a position as a nurse practitioner.

The Pediatric/Neonatal Nurse Practitioner Core Courses and the pediatric specialty courses are offered on campus only. A minimum of 44 credits is required for graduation in these NP specialties.

Pediatric Nurse Practitioner Core Courses	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
Total	18

Pediatric and Neonatal Nurse Practitioner Specialties

Acute Care Pediatric Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
Minimum Requirements for MSN in this specialty	44

Primary Care Pediatric Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N439. Nurse Practitioner Residency: Pediatrics	4
Minimum Requirements for MSN in this specialty	44

Neonatal Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4
Minimum Requirements for MSN in this specialty	44

ORTHOPEDIC NURSE PRACTITIONER SPECIALTY CONCENTRATION

The Duke University School of Nursing [Orthopedic Nurse Practitioner Specialty Concentration](#) prepares advanced practice nurses to diagnose and manage musculoskeletal problems as well as to provide guidance and counseling to promote and maintain health and quality of life. The specialty concentration consists of a sequence of three courses (two didactic, one clinical) that focus on musculoskeletal practice. Faculty members teaching the courses are board certified orthopedic nurse practitioners and nationally recognized experts

in their field. The courses address musculoskeletal conditions across the lifespan, with a primary focus on care of the adolescent and adult. Students in the Orthopedic Nurse Practitioner Specialty Concentration will take these three courses in addition to the course requirements of their primary Nurse Practitioner specialty. For many students, the courses in the orthopedic concentration can be utilized as didactic and/or clinical electives for their primary NP specialty.

The Orthopedic Nurse Practitioner Specialty Concentration is available to newly admitted or currently enrolled students in the Master of Science in Nursing (MSN) Program in the following specialty tracks: Adult Acute Care, Gerontology, Family, or Pediatric Nurse Practitioner specialty tracks. It is also available to DNP students in nurse practitioner specialties comparable to the MSN specialties listed above. Students in these programs who wish to add the Orthopedic NP Specialty Concentration to their academic file must complete the [Orthopedics Enrollment Form](#) and submit it to the Office of Admissions and Student Services no later than 10 days prior to the start of the semester in which they wish to enroll.

MSN and DNP students accepted into the Specialty Concentration have the option of enrolling in one or two courses, or completing the full 9-credit Orthopedics Concentration (completion will be documented on the student transcript). Consult the [Orthopedic Nurse Practitioner Specialty Concentration FAQ](#) for further details.

Orthopedic Nurse Practitioner Specialty Concentration	Credits
N576. Fundamentals of Musculoskeletal Care I.	3
N577. Fundamentals of Musculoskeletal Care II.	3
N578. Musculoskeletal Care Practicum	3
Requirements for Completion	9

MSN: CLINICAL NURSE SPECIALIST (CNS) SPECIALTIES

The [Clinical Nurse Specialist \(CNS\)](#) specialties focus on developing the knowledge and skills necessary to provide care to patients with complex health problems and their families; care is provided in a variety of settings. CNS specialties include: Clinical Nurse Specialist–Critical Care, Clinical Nurse Specialist – Oncology, Gerontological Clinical Nurse Specialist, Pediatric Clinical Nurse Specialist, and Neonatal Clinical Nurse Specialist.

Clinical Nurse Specialist students take courses specific to their specialty areas. Course work (listed individually below by specialty) includes core courses and credits in the specialty programs, with elective credits used to support the specialty. Core courses include physical assessment, pharmacology, and pathophysiology. The number of courses and clinical hours vary by specialty. Each specialty requires a residency as the capstone course. The minimum number of credits required for the Master's degree for CNS students varies by specialty, ranging from 40-49.

Note: DUSON has temporarily suspended acceptance of new MSN students into the CNS specialties for a two-year period. The School will consider reinstating the CNS specialties in Fall 2013. However, currently enrolled students in the Clinical Nurse Specialist specialties will not be affected, and DUSON will continue to offer the courses necessary for these students to complete their degree program.

MSN: NURSE ANESTHESIA (CRNA) SPECIALTY

The [Nurse Anesthesia \(CRNA\) specialty](#) is a 28-month full-time program of study leading to the degree of Master of Science in Nursing. There is no provision for part-time study. The Nurse Anesthesia specialty integrates theory, research, physiology, pharmacology, pathophysiology, chemistry, and physics. Students enrolled in the Nurse

Anesthesia program will complete a minimum of 60 course credits, including clinical experience exceeding the 550 cases required for national certification. In addition to core courses required by the School of Nursing, students will take specialty courses required by the Council on Accreditation (COA) of the American Association of Nurse Anesthetists.

Nurse Anesthesia (CRNA)	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N353. Advanced Physiology	4
N512. Pharmacology of Anesthetic Agents	3
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	4
N518. Advanced Principles of Anesthesia II	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology for Nurse Anesthetists II	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 semesters at 2 credits per semester)	14
Minimum Requirements for MSN in this specialty	60

MSN: HEALTH SYSTEM-FOCUSED ADVANCED PRACTICE SPECIALTIES

The Duke University School of Nursing offer advanced nursing degrees in the following [health system-focused \(non-clinical\) advanced practice specialties](#): Clinical Research Management, Informatics, Nursing and Healthcare Leadership, and Nursing Education.

Informatics Specialty

The increasing reliance of health care systems on information technology is opening up new opportunities for nursing informatics specialists who have expertise in both nursing practice and healthcare IT. Nurse informaticists play key roles in the development and implementation of healthcare IT systems in areas such as clinical documentation, computerized practitioner order entry, and electronic health records. A recent survey indicates that the scope of responsibilities is expanding rapidly for nurses in this field, with commensurate increases in salaries (up 17% from 2007 to 2011).

Students in the [Informatics specialty](#) develop knowledge and skills in the domain of clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge will build on concepts of data-information-knowledge meta-structures and incorporate systems lifecycle planning and expert clinical domain modeling. The rigorous program combines online instruction with one campus session each semester. A minimum of 39 credits is required for graduation.

Course work in the specialty includes the following:

Informatics	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N409. Overview of Health Care Information Systems	3
N410. Informatics Issues in Healthcare Systems	3
N412. Health Systems Project Management	3

N414. Data, Information, and Knowledge Representation	3
N415. Introduction to Health Informatics	3
N416. System Design, Implementation, Evaluation and Maintenance	3
N419. Informatics Research Seminar (4 semesters, 1 unit/semester)	4
N498. Synthesis of Specialty Practice	3
Minimum Requirements for MSN in this specialty	39

Nursing and Healthcare Leadership Specialty

The [Nursing and Healthcare Leadership](#) specialty offers students a strong foundation in complex systems, organizational theory, financial management, and leadership practice. The program is completely online, allowing busy nurses to complete the program while continuing to work. Traditional healthcare administration content and new ways of thinking about organizations, management, and leadership prepare our graduates for the challenges of today's and the future's healthcare environment. The specialty's capstone course, N498, includes a 160 hour experience in which the student collaborates with a nurse or healthcare leader in an organizational project. The minimum number of credits required for graduation is 36.

Course work in the specialty includes the following:

Nursing and Healthcare Leadership	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N352. Business Writing in Healthcare	1
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
N401. Managing Complex Health Care Systems	3
N402. Financial Management and Budget Planning	3
N404. Health Economics	3
N405. Health Care Operations: Human Resources, Quality, Law and Ethics	3
N407. Persuasive Presentations in Health Care	1
N408. Effective Meeting Management in Health Care	1
N498. Synthesis of Specialty Practice	4
Minimum requirements for MSN in this specialty	36

Nursing Education Specialty

The [Nursing Education specialty](#) at the Duke University School of Nursing has been designed to prepare individuals for the nurse educator role in academic or staff development settings. It reflects the nurse educator competencies developed by national organizations and is comprehensive in nature.

The curriculum integrates core master's level concepts, advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology), and education-focused courses (principles of teaching, tests/measurements, curriculum development). Although a few courses include pre-scheduled on-campus sessions, the Nursing Education specialty is delivered primarily through an on-line asynchronous format that allows students to participate in courses at their own convenience. The specialty culminates in a 120-hour individualized practicum, where each student collaborates with a master educator to implement the role.

Coursework in the specialty includes the following:

Nursing Education	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N335. Advanced Concepts of Health Assessment	3
N543. Facilitating Student Learning	1
N544. Innovations in Clinical Teaching and Evaluation	1
N545. Integrating Technology into Nursing Education	1
N546. Innovative Curriculum Development in Nursing	2
N547. Educational Program Evaluation and Accreditation	1
N548. Test Construction and Item Analysis	2
N549. Using Qualitative Assessment and Evaluation Strategies	1
N550. Role of the Nurse Educator: Issues and Challenges	1
N551. Trends in Chronic Illness, Acute Illness and Health Promotion	3
N552. Practicum in Chronic Illness, Acute Illness and Health Promotion	1
N553. Synthesis: Implementing the Nurse Educator Role	3
Elective	1
Minimum Requirements for MSN in this specialty	40

Clinical Research Management Specialty

The Clinical Research Management specialty integrates training from many disciplines to provide a solid curriculum strong in business and financial practices, regulatory affairs, and research management with an emphasis in the management of clinical drug, biological, and device trials. Students complete the core MSN courses plus six specialty courses and electives from sciences, management, or other specialty areas. N498, the synthesis of specialty practice, is a 200-hour practice experience. The student may be placed as a member of a project team working on a drug, biological, or device development project in industry, academia, or government. Other experiences may be arranged based on the student's needs. A minimum of 39 credits are required for graduation. This specialty is being phased out and is no longer accepting new applicants. Coursework being completed by students now enrolled in the specialty includes the following:

Clinical Research Management	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N351. Writing for Publication	3
N490. CRM: Trials Management	3
N491. CRM: Business and Financial Practices	3
N492. CRM: Regulatory Affairs	3
N493. Introduction to Clinical Research Data Management: Theory and Practice	3
N498. Synthesis of Specialty Practice	4
Electives	6
Minimum Requirements for MSN in this specialty	39



Doctor of Nursing Practice (DNP) Program: Degree Requirements

The [Doctor of Nursing Practice \(DNP\)](#) program requires a minimum of 74 to 95 credit hours post BSN, depending on the advanced practice specialty selected.

A DNP student who has already earned a Master's degree in nursing in an advanced practice specialty will need a minimum of 35 credit hours, including 6 credit hours of graduate electives and 6 credit hours of the capstone class (N665).

The capstone class is a 4–5 semester scholarly project designed to address a practice issue affecting groups of patients, health care organizations, or health care systems. Students will work with clinics, inpatient units, hospitals or health care systems to assess, plan, implement, and evaluate an initiative jointly agreed upon by the practice setting, the student, and the student's Advisory Committee. For more information about the capstone project, consult the Doctor of Nursing Practice (DNP) Program Student Handbook. A sample matriculation plan for a student entering the DNP program with the MSN degree is shown below.

SAMPLE DNP MATRICULATION PLAN FOR POST-MASTER'S STUDENTS WITH ADVANCED PRACTICE SPECIALTY

A sample DNP matriculation plan for a student who enters the DNP program already having the MSN degree in an advanced practice specialty is shown below. In this plan, which requires the completion of 35 credit hours, the capstone project is scheduled over a period of four semesters.

Year 1 Fall	Credits
N650. Evidence Based Practice I	3
N656. Quantitative Analysis for Evaluating Health Care Practices	3
Term Total	6
Year 1 Spring	
N651. Evidence Based Practice II	3
N402. Financial Management and Budget Planning	3
N665. Capstone Project	1
Term Total	7
Year 1 Summer	
N653. Data Driven Health Care Improvements	3
N654. Effective Leadership	3
N665. Capstone Project	2
Term Total	8
Year 2 Fall	
N652. Transforming the Nation's Health	3
N665. Capstone Project	1
Graduate Elective	3
Term Total	7
Year 2 Spring	
N665. Capstone Project	1
N655. Health System Transformation	2
Graduate Elective	3
Term Total	6
Year 2 Summer	
N665. Capstone Project	1
Term Total	1
TOTAL CREDIT HOURS (minimum for program)	35



PhD in Nursing Program: Degree Requirements

COURSE WORK REQUIREMENTS FOR THE PHD

A baccalaureate or Master's degree in nursing from an accredited program (NLN or CCNE) is required for admission to the [PhD in Nursing Program](#).

Post-Baccalaureate Students

Applicants with a baccalaureate degree in nursing must demonstrate exceptional academic qualifications, have clear research-oriented career goals, and choose a dissertation topic congruent with the research program of a Graduate Faculty member in the School of Nursing. Applicants with a baccalaureate degree are expected to have completed a nursing research course; a graduate-level statistics course; and an advanced nursing role course.

Course Work Requirements for All PhD Students

The PhD in Nursing Program requires a minimum of 46 credit hours of course work prior to the dissertation.

PhD course work is structured with a substantial core (33 credits) of nursing science and research methods to be taken in the School of Nursing.

This core will be expanded with elected statistics, research methods, and cognate courses in an outside field of study or minor area (9 credits) to be taken mainly outside of nursing in other Duke University departments. The student will choose elective courses with the guidance and approval of the supervisory committee. In addition, the supervisory committee may require the student to take courses above the minimum if the student needs additional course work to support the dissertation research plan.

Additional requirements include 3 one-credit research practica and a 1-credit teaching practicum.

PHD IN NURSING PROGRAM PLAN OF STUDIES

The sample PhD matriculation plan shown below indicates the scheduling of the 46 credit hours of course work that must be completed by all students in the PhD in Nursing Program.

Course Number and Name	Credits
Year 1 Fall	
N601. Philosophy of Science & Theory Development	3
N602. Advanced Research Methods	3
N607a. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems	3
N611. Introductory Statistics	3
Term Total	12
Year 1 Spring	
N603. Statistical Analysis I:	3
N606. Qualitative Research Methods	3
N607b. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems	3
N699 Research Practicum	1
Term Total	10
Year 2 Fall	
N608a. Doctoral Seminar in Special Topics	3
N604. Statistical Analysis II: Categorical Data Analysis	3
Elective	3
N699 Research Practicum	1
Term Total	10
Year 2 Spring	
N609a. Doctoral Seminar in Nursing Science III: Dissertation	3
N605. Longitudinal Methods	3
Elective	3
Elective	3
Term Total	12
<i>Preliminary (Admission to PhD Candidacy) Exam</i> (written and oral): end of Year 2 or early in Fall of Year 3	
Year 3 Fall	
Dissertation	0
N699. Research Practicum	1
Term Total	1
Year 3 Spring	
Dissertation	0
N698. Teaching Practicum	1
Term Total	1
<i>Proposal Defense</i> (written and oral) beginning Year 3 (Fall semester)	
TOTAL CREDIT HOURS (minimum requirements)	46
Year 4 (Optional)	

The final program requirement is the presentation of the dissertation (Final Oral Examination of Dissertation) during the fourth or fifth year. All students will be expected to complete the PhD program no later than year five.

ADDITIONAL REQUIREMENTS OF THE PHD PROGRAM

The PhD in Nursing Program is a program of the Graduate School of Duke University. In addition to their course work, students in the PhD in Nursing Program must fulfill all Graduate School requirements for the PhD, plus additional requirements specific to the PhD in Nursing Program.

Requirements of the Graduate School of Duke University

The Graduate School requires every student enrolled in a PhD program to:

- Submit an annual report on progress towards the PhD degree to the appropriate representative(s) of the student's PhD program (in this case, the PhD in Nursing Program).
- Complete ongoing training in [training in the Responsible Conduct of Research](#).
- Pass the preliminary (admission to PhD candidacy) examination. (The students will not be accepted as a candidate for the PhD degree until this requirement is fulfilled.)
- Submit the doctoral dissertation and pass the final oral examination on the dissertation, in accordance with the [Degree Requirements and Regulations](#) section of the Graduate School Web site, and in the current Bulletin of the Graduate School of Duke University.
- Comply with all other requirements specified in the current [Bulletin of the Graduate School of Duke University](#).

Requirements Specific to the PhD in Nursing Program

Scholarly Portfolio. In addition to course work and the dissertation, the PhD in Nursing Program requires development of the student's scholarly portfolio. Additional information about this requirement is provided in the PhD in Nursing Program Graduate Student Handbook for 2012-2013.

Examinations. Students in the PhD in Nursing Program will complete three major examinations:

Preliminary (Admission to PhD Candidacy) Examination (written and oral; usually taken by the end of the second year or early Fall of the third year)

Dissertation Proposal Defense (written and oral; Fall of Year 3)

Final Oral Examination of Dissertation (end of third year)

For comprehensive descriptions of these examinations and the benchmarks for student progress in the PhD program consult the PhD in Nursing Program Graduate Student Handbook for 2012-2013 (available online), or contact the PhD Program Coordinator by email at revonda.huppert@duke.edu or by telephone at 919-668-4797.



Post-Master's Certificate (PMC) Option

The purpose of the [Post-Master's Certificate Option](#) is to provide opportunities for students who already have a Master's degree to gain specialized knowledge within a specialty offered by Duke University School of Nursing. The Post-Master's Certificate represents the student's successful completion of the identified required courses in the chosen nursing specialty. Completion of the Post-Master's Certificate will be documented in the student's academic transcript.

PMC Specialties

The Post-Master's Certificate Option provides education in a comprehensive selection of clinical and health system-focused advanced practice specialties.

Nurse Practitioner (NP) Specialties

Adult Acute Care NP; Adult Acute Care for NP's

Adult NP–Cardiovascular; Adult NP–Cardiovascular for NP's

Adult NP–Primary Care

Adult NP–Oncology; Oncology Nursing for NP's

Gerontological NP; Gerontological Nursing for NP's

Family Nurse Practitioner

Acute Care Pediatric Nurse Practitioner; Pediatric Acute Care for PNP's

Primary Care Pediatric Nurse Practitioner

Neonatal Nurse Practitioner

Clinical Nurse Specialist Specialties

Critical Care CNS, Oncology CNS, Gerontological CNS, Pediatric CNS, Neonatal CNS

Note: DUSON has temporarily suspended acceptance of new PMC students into the CNS specialties for a two-year period. The School will consider reinstating the Post-Master's Certificate in the CNS specialties in Fall 2013. Students already enrolled in programs leading to a Post-Master's Certificate in a CNS specialty are not affected. DUSON will continue to offer the courses necessary for these students to complete their certificate programs.

Nurse Anesthesia (CRNA) Specialty

Health System-Focused (Non-Clinical) Specialties

Nursing and Healthcare Leadership

Nursing Education

The number of credits required to complete the Post-Master's Certificate varies by specialty. Course requirements for the PMC in each specialty are listed below.

PMC: NURSE PRACTITIONER SPECIALTIES – ADULT, GERONTOLOGICAL, FAMILY

Post-Master's Certificate specialties are available to prepare the student who already has a master's or higher degree in nursing or a related field with a primary focus on nursing for advanced practice as a nurse practitioner in adult acute care, adult cardiovascular care, adult primary care, adult oncology, gerontology, and family practice.

Adult Acute Care Nurse Practitioner Specialty

PMC: Adult Acute Care Nurse Practitioner	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Acute Care	3
Minimum Requirements for PMC in this specialty	29

The **Adult Acute Care for NP's** Post-Master's Certificate is designed to prepare ANP's, GNP's and FNP's for advanced practice in adult acute care nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

PMC: Adult Acute Care for NP's	Credits
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Critical Care	3
Electives	6
Minimum Requirements for PMC in this specialty	17

Adult Nurse Practitioner – Cardiovascular Specialties

PMC: Adult Nurse Practitioner – Cardiovascular	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular	1-4
Minimum Requirements for PMC in this specialty	29

The **Adult Cardiovascular for NP's** Post-Master's Certificate is designed to prepare ANP's, GNP's and FNP's for advanced practice in adult cardiovascular nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

PMC: Adult Cardiovascular for NP's	Credits
N460. Advanced Management of Patient with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular	3
Electives	6
Minimum Requirements for PMC in this specialty	16

Adult Nurse Practitioner – Primary Care Specialty

PMC: Adult Nurse Practitioner – Primary Care	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
Clinical Elective	3
Elective	3
Minimum Requirements for PMC in this specialty	27

Adult Nurse Practitioner – Oncology Specialties

PMC: Adult Nurse Practitioner – Oncology	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3

N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology	1
Minimum Requirements for PMC in this specialty	28

The **Oncology Nursing for NP's** Post-Master's Certificate is designed to prepare ANP's, GNP's and FNP's for advanced practice in oncology nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

PMC: Oncology Nursing for NP's	Credits
N470. Oncology Nursing I. Epidemiology and Pathophysiology	3
N471. Oncology Nursing II. Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology	3
Electives	6
Minimum Requirements for PMC in this specialty	15

Adult Nurse Practitioner – Gerontological Specialties

PMC: Gerontological Nurse Practitioner	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Minimum Requirements for PMC in this specialty	28

The **Gerontological Nursing for NP** Post-Master's Certificate is designed to prepare ANP's and FNP's for advanced practice in gerontological nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

PMC: Gerontological Nursing for NP's	Credits
N480. Social Issues, Health, and Illness in Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Electives (one must be a clinical elective)	6
Minimum Requirements for PMC in this specialty	16

Family Nurse Practitioner Specialty

PMC: Family Nurse Practitioner	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family	4
Minimum Requirements for PMC in this specialty	28

PMC: PEDIATRIC AND NEONATAL NURSE PRACTITIONER SPECIALTIES

Post-Master's Certificate specialties are available to prepare the student who already has a Master's or higher degree in nursing or a related field with a primary focus on nursing for advanced practice as a nurse practitioner in pediatric acute care, pediatric primary care, and neonatal care. Students may be required to take additional coursework beyond the minimum requirement for the specialty if their MSN programs did not include essential pediatric-focused content in pathophysiology, physical assessment, pharmacology, physiological monitoring, development, and access to care issues for children/families.

Pediatric Nurse Practitioner Specialties

PMC: Pediatric Acute Care Nurse Practitioner	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
Minimum Requirements for PMC in this specialty	30

PMC: Primary Care Pediatric Nurse Practitioner	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N324. Health Care of Infants and Children in Rural Settings	2

N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
N439. Nurse Practitioner Residency: Pediatrics	4
Minimum Requirements for PMC in this specialty	30

The Post-Master's Certificate in **Pediatric Acute Care for PNP's** is designed to prepare pediatric nurse practitioners for advanced practice in pediatric acute care.

PMC: Pediatric Acute Care for PNP's	Credits
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
Minimum Requirements for PMC in this specialty	12

Neonatal Nurse Practitioner Specialty

PMC: Neonatal Nurse Practitioner	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4-6
N430. Advanced Concepts in Pediatric Development and Behavior	3
Minimum Requirements for PMC in this specialty	30

PMC: CLINICAL NURSE SPECIALIST (CNS) SPECIALTIES

Post-Master's Certificate specialties are available to prepare the student who already has a Master's or higher degree in nursing or a related field with a primary focus on nursing for advanced practice as a clinical nurse specialist in adult critical care, adult oncology nursing, gerontological nursing, pediatric acute care, and neonatal care.

Note: DUSON has temporarily suspended acceptance of new PMC students into the CNS specialties for a two-year period. The School will consider reinstating the Post-Master's Certificate in the CNS specialties in Fall 2013. . Students already enrolled in programs leading to a Post-Master's Certificate in a CNS specialty are not affected, and DUSON will continue to offer the courses necessary for these students to complete their certificate programs.

PMC: NURSE ANESTHESIA (CRNA) SPECIALTY

The Post-Master's Certificate in Nurse Anesthesia prepares the student who already has a Master's degree in nursing for advanced practice as a nurse anesthetist

PMC: Nurse Anesthesia (CRNA)	Credits
N353. Advanced Physiology	4
N512. Pharmacology of Anesthetic Agents	3
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3

N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	4
N518. Advanced Principles of Anesthesia II	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology for Nurse Anesthetists II	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 semesters at 2 credits/semester)	14
Minimum Requirements for PMC in this specialty	46

PMC: HEALTH SYSTEM-FOCUSED ADVANCED PRACTICE SPECIALTIES

Post-Master's Certificate specialties are available to prepare students for advanced practice in Nursing and Healthcare Leadership and Nursing Education.

PMC: Nursing and Healthcare Leadership	Credits
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
N401. Managing Complex Health Care Systems	3
N402. Financial Management and Budget Planning	3
N404. Health Economics	3
N498. Synthesis of Specialty Practice	4
Minimum Requirements for PMC in this specialty	16

PMC: Nursing Education	Credits
N543. Facilitating Student Learning	1
N544. Innovations in Clinical Teaching and Evaluation	1
N545. Integrating Technology into Nursing Education	1
N546. Innovative Curriculum Development in Nursing	2
N547. Educational Program Evaluation and Accreditation	1
N548. Test Construction and Item Analysis	2
N549. Using Qualitative Assessment and Evaluation Strategies	1
N550. Role of the Nurse Educator: Issues and Challenges	1
N551. Trends in Chronic Illness, Acute Illness & Health Promotion	3
N553. Synthesis: Implementing the Nurse Educator Role	3
Minimum Requirements for PMC in this specialty	16

Additional requirements for PMC in this specialty if not completed in initial Master's program:

N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N335. Advanced Concepts of Health Assessment	2
N552. Practicum in Chronic Illness, Acute Illness and Health Promotion	1
Additional requirements	9

Clinical Research Management

The Post-Master's Certificate in the Clinical Research Management specialty is being phased out and is no longer accepting new applicants. Coursework being completed by students now completing the PMC in this specialty includes the following:

PMC: Clinical Research Management	Credits
N351. Writing for Publication	3
N490. CRM: Trials Management	3
N491. CRM: Business and Financial Practices	3
N492. CRM: Regulatory Affairs	3
N493. Introduction to Clinical Research Data Management: Theory and Practice	3
N498. Synthesis of Specialty Practice	4
Minimum Requirements for PMC in this specialty	19



Graduate Certificate in Health Informatics

The [Graduate Certificate in Health Informatics](#) program at the Duke University School of Nursing provides opportunities for health care professionals who already have a Bachelor's degree from an accredited school to gain specialized knowledge within health informatics at the School of Nursing. As indicated below, 18 credits are required to complete the certificate program.

Graduate Certificate in Health Informatics	Credits
N410. Health Information Exchange Standards, Methods & Models	3
N412. Health Systems Project Management	3
N414. Data, Information, & Knowledge Representation	3
N415. Introduction to Health Informatics	3
N416. System Design, Implementation, Evaluation & Maintenance	3
N498. Synthesis of Specialty Practice	3
Requirements for Graduate Certificate in Health Informatics	18



Orthopedic Nurse Practitioner Specialty Concentration Certificate

The Duke University School of Nursing [Orthopedic Nurse Practitioner Specialty Concentration](#) prepares advanced practice nurses to diagnose and manage musculoskeletal problems as well as to provide guidance and counseling to promote and maintain health and quality of life. The 9-credit specialty concentration consists of a sequence of three courses (two didactic, one clinical) that focus on musculoskeletal practice. Faculty members teaching the courses are board-certified orthopedic nurse practitioners and nationally recognized experts in their field. The courses address musculoskeletal conditions across the lifespan, with a primary focus on care of the adolescent and adult. The three courses, delivered in a distance-based format, provide specialty training in musculoskeletal practice through diverse learning activities that integrate clinical simulation and skills.

Nurse practitioners who have already earned the MSN or a higher degree can enroll as non-degree students and earn a certificate from Duke University School of Nursing awards a certificate for completion of the curriculum. Non-degree students admitted to the specialty concentration also have the option of taking one or two courses.

ORTHOPEDIC NURSE PRACTITIONER SPECIALTY CONCENTRATION

Orthopedic Nurse Practitioner Specialty Concentration	Credits
N576. Fundamentals of Musculoskeletal Care I.	3
N577. Fundamentals of Musculoskeletal Care II.	3
N578. Musculoskeletal Care Practicum	3
Requirements for Completion	9

The Orthopedic Nurse Practitioner Specialty Concentration is also open to admitted/ currently enrolled students in specific Nurse Practitioner specialty tracks of the Duke MSN and DNP Programs. These students also have the option of enrolling in one or two courses or earning the full 9-credit Orthopedics Concentration option. An MSN or DNP student who completes the concentration will not earn a certificate; instead, a designation denoting completion of the Orthopedic NP concentration will be added to the student's transcript.



Making A Difference In Nursing II (MADIN II) Program

The Summer Socialization to Nursing Pre-entry program (SSNPP)

The rigorous SSNPP schedule will provide an array of tangible skills and strategies to facilitate success in the ABSN program. During this six-week program, scholars receive a small stipend to live on campus and work with Duke faculty, advisors and mentors while they explore career options, learn new skills and participate in a variety of academic, research and professional development initiatives. Classes run from 8am – 5pm daily and there are weekend and evening functions, study sessions, social gatherings, outings and community service projects. The SSNPP Curriculum includes:

- Introduction to Professional Nursing and Evidence-Based Practice.
- NOTE: Course credit applied on matriculation in the ABSN program.
- Introduction to Biological and Physical Manifestations of Disease Seminar
- Socialization to Career Options in Nursing
- Career Development Seminar
- Human Simulation and Clinical Practice Lab
- Scholarly Project (mentored research project with DUSON faculty researcher)
- Mentored Shadow Experiences, primarily at Duke University Hospitals
- Community Volunteer Projects
- Teambuilding Activities

The Succeed to Excellence program (SEP). Designed for graduates of SSNPP, SEP provides the academic and social supports necessary for these Scholars to progress, succeed and complete the 58 credit course hours of study required in the Duke ABSN Program. Mandatory components of SEP include maintaining a 3.5 GPA in the ABSN program, striving for acceptance into Sigma Theta Tau, the International Honor Society of Nursing, participation in study group sessions, bi-weekly contact with nurse mentors and advisor, participation in community service projects, and providing mentoring to SSNPP participants and other MADIN II Scholars as appropriate.

Population Care Coordinator Certificate Program (PCCP)

Nurse participants in the Population Care Coordinator certificate program complete a three-course sequence of two didactic courses (N570, N571) and a clinical course (N572). The clinical course includes a mentored residency component which serves as the capstone experience in which students integrate coursework with skills learned and gain real-world understanding and experience of the Population Care Coordinator role. Duke University School of Nursing tailors this PCCP curriculum to meet the needs of each partner organization, including content necessary for compliance with any applicable state regulations.

Course Number and Name	Credits
N570. Health Care Coordination of Complex Patients	3
N571. Health Care Coordination of Complex Patients: Case Studies	3
N572. Synthesis of Specialty Practice: Case Management	3
TOTAL CREDIT HOURS REQUIRED FOR COMPLETION	9

Nurses who complete the PCCP earn a certificate, 9 graduate credits and 90 contact hours for continuing education from the Duke University School of Nursing.

Courses of Instruction

Course offerings and content subject to change. Course availability is dependent on enrollment. All courses listed below possess the subject code NURSING.

201. Introduction to Professional Nursing and Evidence Based Practice.

Focuses on the historical and societal context of nursing as a discipline. Provides an overview of core nursing problem solving frameworks including the nursing process, functional health patterns and evidence-based practice. Co-requisites: Nursing 203 and 330. 2 credits.

203. Foundations of Evidence Based Nursing Practice and Health Assessment.

Focuses on the application of critical thinking, reasoning, and assessment to the core competencies needed for nursing practice. Nurse-patient interaction, simulation and return demonstration allow the learner to compare the normal anatomic and physiologic variation of adults from common abnormalities found in illness and disease. Classroom lectures, clinical



experiences in skills laboratory and selected health care facilities provide students the opportunity to practice basic psychomotor skills, health assessment and therapeutic interventions for adult patients with health alterations. Co-requisites: Nursing 201 and 330. 7 credits.

210. Pharmacology and Therapeutic Modalities for Nursing. This course focuses on pharmacological principles and related knowledge basic to the nursing management of patients with common acute or chronic health problems. Overviews of selected drug classes are emphasized with a focus on indication, monitoring, evaluation and patient teaching. Prerequisites: Nursing 201, 203, and 330; co-requisites Nursing 211 and 212. 3 credits.

211. Adult Health Nursing. Focuses on the problem solving process for nursing care of young and middle-aged adults with health problems across the illness continuum. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team members. Prerequisites: Nursing 201, 203, and 330; co-requisites Nursing 210 and 212. 6 credits.

212. Mental Health Nursing. Focuses on the care of individuals, groups and families experiencing mental health challenges. The clinical component encompasses a broad range of mental health services in a variety of environments and provides opportunity to utilize therapeutic communication skills. Prerequisites: Nursing 201, 203, and 330; co-requisites Nursing 210 and 211. 3 credits.

220. Nursing Care of the Childbearing Family. This course focuses on the nursing care of the childbearing family from preconception through postpartum, including genetics as well as care of the normal neonate and well women. The clinical component includes

planning, implementing, and evaluating nursing care of the childbearing family in acute care settings. Prerequisites: 210, 211, and 212. 4 credits.

221. Pediatric Nursing. Focuses on developmentally appropriate nursing care for children and their families experiencing acute and chronic pediatric problems. The clinical component encompasses acute and primary care settings and includes care for children with special needs. Prerequisites: Nursing 210, 211, and 212. 4 credits.

224. Leadership, Management and Contemporary Issues in Nursing. This course focuses on the principles of leadership, management and contemporary issues in nursing. Students apply principles of nursing leadership to clinical scenarios, integrating legal, ethical, political, economic and social contexts. Articulates understanding of health care policy and global health issues within nursing practice. Prerequisites: Nursing 210, 211, and 212. 3 credits.

230. Nursing Care of Older Adults and Their Families. This course focuses on caring for older adults and their families experiencing acute and chronic health problems of the aged population. The clinical component includes planning and coordinating patient family care services in assisted living, continuing care retirement communities, and/or long term care facilities. Prerequisites: Nursing 220, 221, and 224. 3 credits.

232. Senior Seminar. This course builds on previous coursework and focuses on the integration of behaviors essential for the role transition from student to professional nurse. It builds upon and promotes synthesis on clinical management and leadership principles. Prerequisites: Nursing 220, 221, and 224; co-requisites: Nursing 230 and 233. 1 credit.

233. Nursing Specialty and Synthesis. Capstone course that promotes the synthesis of professional values, complex theoretical knowledge, core clinical competencies and leadership skills in a selected clinical specialty. Clinical experience mentored by a professional nurse preceptor. Prerequisites: all previous clinical courses (Nursing 203, 211, 212, 220 and 221); co-requisite: Nursing 232. 4 credits.

241. Community Partnerships, Assessment, and Program Planning. In this course, students will apply the foundations and principles of community/public health nursing practice with a focus on the core public health functions and essential public health services. The course will focus on developing partnerships with communities, aggregates, and populations while examining the framework of public health, history of public health nursing, and the role of the nurse in community assessment and health program planning-evaluation. Students will apply these concepts to their assigned community health setting. 1 credit.

242. Principles of Epidemiology. In this course, students will apply the foundation, principles and processes of epidemiology and biostatistics as part of the community assessment. Data analysis/application and epidemiologic methods will be used to appraise the core public health functions of assessment, assurance and policy development. Students will apply these concepts to their assigned community health setting. 1 credit.

243. Special Topics in Community/Public Health Nursing. In this course, students will focus on synthesizing the core public health functions while examining contemporary issues--locally, nationally, globally-- that increase risk or promote, maintain and restore health. Contemporary issues to be examined include health of immigrants and refugees, nursing care in disasters, person-health-environment interactions, and nursing's role in promoting social justice. Students will apply these concepts to their assigned community health setting. 1 credit.

259. Independent Study Professional Portfolio. The course focuses on articulating the components of critical thinking as a foundation for evidence based on nursing care. Health promotion concepts, risk reduction methods, and the principles of genetics are incorporated into a plan of care. Health care technology and information management are described as they relate to nursing practice. Spring, summer, and fall. Consent of instructor required. Variable credit.

301. Population-Based Approaches to Health Care. Provides an overview of population-based approaches to assessment and evaluation of health needs. Selected theories are the foundation for using scientific evidence for the management of population-based care. Enables the health care professional to make judgments about services or approaches in prevention, early detection and intervention, correction or prevention of deterioration, and the provision of palliative care. 3 credits.

303. Health Services Program Planning and Outcomes Analysis. An analysis of theory and practice in the design, implementation, and evaluation of the outcomes of health services programs within an integrated health care system. From a health services planning paradigm, students conduct organizational and community needs assessments, determine priorities, plan and monitor implementation, manage change, evaluate outcomes, and provide planning reports. Summer and Fall: on-line; Spring: on-campus. 3 credits.

307. Research Methods. Focuses on research methods needed for systematic investigation and expansion of nursing knowledge. Critical appraisal of research and development of a research proposal are covered. Fall and Spring: on-campus and on-line; Summer: on-line only. 3 credits.

308. Applied Statistics. Emphasizes the application and interpretation of statistical procedures used in health care and nursing research. Data management and the relationship between research design and statistical techniques are also studied. 2 credits.

309. Professionalism in Advanced Practice. Study the multiple roles integrated into advanced practice nursing in order to assist individuals, families, groups and communities to attain, maintain and regain optimal health. Principles of education, ethical decision-making, management, leadership, consultation and collaboration will be discussed. 3 credits.

312. Research Utilization in Advanced Nursing Practice. Focuses on methods of implementing research findings to solve identified clinical problems. Students develop skill in creating and writing research-based protocols and in using research methods to evaluate nursing care. Prerequisite: Nursing 307, or consent of instructor. 3 credits.

313. Thesis. 1 to 6 units. Fall, spring, summer. Variable credit.

314. Nonthesis Option. 1 to 6 units. Fall, spring, summer. Variable credit.

315. Directed Research. Working on active research protocols under the guidance of a faculty member, students gain experience and skills in study design, implementation, and/or analysis. Human and animal use issues in research are explored throughout the experience. Course may be repeated for up to 6 units. If taken in lieu of Nursing 312, 313, or 314, a minimum of 3 units is required for graduation. Consent of instructor required. Fall, spring, summer. Prerequisites: Nursing 307 and 308 recommended but not required as pre/co-requisites. Variable credit.

320. Neonatal and Pediatric Pathophysiology. Focuses on advanced pathophysiologic knowledge as a basis for understanding alterations in biologic processes in the developing organ systems of neonatal and pediatric patients. With this foundation,

students learn to differentiate normal from abnormal findings in patients from birth through eighteen years. Fall. 3 credits.

321. Neonatal and Pediatric Pharmacology. Focuses on principles of pharmacologic management of pediatric patients with various conditions. Data collection and diagnostic reasoning are emphasized in relation to drug selection, delivery, monitoring, and evaluation of pharmacologic interventions. Family education is incorporated. Spring. 3 credits.

322. Common Pediatric Management Issues I. Focus on comprehensive assessment and management of selected pediatric primary care problems. Includes information on acute and chronic illnesses, health maintenance issues, and recognition of circumstances that require interdisciplinary collaboration or referral within the areas of dermatology, ophthalmology, otolaryngology, cardiac, pulmonary, immunology, rheumatology, gastrointestinal, and urology. Integration of pathophysiology and the pharmacological management of common problems. Emphasis on advanced practice role development in care management discussions and supervised clinical practice. Clinical practice opportunities in a variety of settings are arranged with the instructor. Spring. 104 clinical hours. Prerequisites: Nursing 330, 331 (may be taken concurrently), and 336. Current BCLS certification including the Heimlich maneuver; PALS certification highly recommended. 4 credits.

323. Common Pediatric Management Issues II. Focus on comprehensive assessment and management of selected pediatric primary care problems. Includes information on acute and chronic illnesses, health maintenance issues, and recognition of circumstances that require interdisciplinary collaboration or referral within the areas of hematology, gynecology, neoplastic disorders, endocrinology, musculoskeletal disorders, neurology, emergency care, and HIV/AIDS. Integration of pathophysiology and the pharmacological management of common problems. Emphasis on advanced practice role development in care management discussions and supervised clinical practice. Clinical practice opportunities in a variety of settings are arranged with the instructor. Summer. 104 clinical hours. Prerequisites: Nursing 301, 322, 330, 331, and 336 and consent of the instructor. Current BCLS certification including the Heimlich maneuver; PALS certification highly recommended. 4 credits.

324. Health Care of Infants and Children in Rural Settings. The course prepares the advanced practice nurse (APN) to anticipate, recognize, and manage problems associated with the care of infants and children in the rural setting; to provide accepted stabilization techniques and initiate safe transport; provide ongoing acute/primary care and conduct family oriented care. Issues of access and limitation of health care will be emphasized. The course will also provide awareness of local and regional services and programs available to infants, children, and their families and prepare the nurse practitioner to assist in the infant's integration into the community. 2 credits.

329. Neonatal & Pediatric Pathophysiology for the Family Nurse Practitioner. Focuses on advanced pathophysiologic knowledge as a basis for understanding alteration in biologic processes in the developing organ system of neonatal and pediatric patients. With this foundation and the experience of the FNP, students learn to differentiate normal from abnormal findings in patients from birth through eighteen years. 3 credits.

330. Selected Topics in Advanced Pathophysiology. Focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis. With this knowledge, students learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illness. Topics covered include

the pathophysiology of common health problems and complex physiological alterations encountered in advanced clinical practice. 3 credits.

331. Clinical Pharmacology and Interventions for Advanced Nursing Practice. Combines lecture and case analyses to increase skills in assessment and pharmacological management of patients with a variety of common acute and chronic health problems. Data collection and diagnostic reasoning are emphasized in relation to drug selection, patient/family education, monitoring and evaluation of pharmacological interventions. Spring on-campus, summer online. Prerequisite: Nursing 330. 3 credits.

332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. This course is adult focused with lecture and laboratory sessions designed to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized using faculty monitored student-to-student practice. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomic and physiologic variation of adults from common abnormalities. Course placement is the semester prior to the first clinical course. Fall on-campus, spring distance-based. Distance-based course has 3 required campus-based sessions. Prerequisite: current BLS certification. Pre- or co-requisite: Nursing 330. 4 credits.

332A. Refresher, Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. This refresher course uses the content and activities of the regular N332 course to ensure that all objectives of the regular course are current. It is adult focused with lecture and laboratory sessions designed to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized using faculty monitored student-to-student practice. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomic and physiologic variation of adults from common abnormalities. Fall on-campus, spring distance-based. Distance-based course has 3 required campus-based sessions. Consent of instructor required. 1 credit.

333. Managing Common Acute and Chronic Health Problems I. Emphasizes assisting adult patients to reach or maintain the highest level of health and functioning, with a focus on health promotion, health maintenance, and primary care management of the most common acute or chronic respiratory, cardiac, genitourinary, endocrine, dermatological, and musculoskeletal problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private, internal, and family medicine practices, and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. 104 clinical hours. Spring: Campus. Summer: Online. Prerequisites: Nursing 330, 332. Pre- or co-requisite: Nursing 331. 3 credits.

334. Managing Common Acute and Chronic Health Problems II. Emphasizes assisting adult patients to reach or maintain the highest level of health and functioning, with a focus on primary care management of less common acute or chronic respiratory, cardiac, gastrointestinal, musculoskeletal, neurological, and mental health problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private, internal, and family medicine practices, and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. 104 clinical hours. Summer: Campus. Fall: Online. Prerequisites: Nursing 330, 331, 332, and 333. 3 credits.

335. Advanced Concepts of Health Assessment. This course is designed for individuals who wish to strengthen their physical assessment knowledge but are not intending to prepare for a clinical APN (advanced practice nursing) role. It helps students enhance theoretical foundations related to conducting a comprehensive, focused assessment of an adult. 2 credits.

336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. Combines lecture and laboratory experiences to develop advanced skills in assessment of physical, cognitive, nutritional, cultural, and functional domains of pediatric patients. Practitioner-patient interactions, data collection, diagnostic reasoning, and oral and written presentation of data are emphasized. Fall. 4 credits.

351. Writing for Publication. This course provides a review of the principles and practice of writing for publication, with emphasis on letters, reports, and articles on scientific topics written for the public domain. The course focuses on writing techniques for science-related documents prepared by nurses in academic, research, clinical, and/or professional service organizations. Specifically, the course addresses such theoretical concepts as brainstorming, critical thinking, and rhetorical theory, while focusing on aspects such as organizations, style, and document design. (Online). 3 credits.

352. Business Writing in Healthcare. The emphasis in this course is on the particular skills needed for effective business written communication for clinicians and executives in healthcare. Theories for appropriate written business communication are discussed. Students will apply the concepts in practical application to formal letters, memos, e-mails, and reports. Spring (on-line). 1 credit.

353. Advanced Physiology. A study of the anatomic structures and related physiochemical mechanisms governing cellular, respiratory, cardiovascular, neurological, hematological, and renal systems. The course focuses on developing an advanced knowledge base to understand normal human physiological phenomena. Only offered in spring. 4 credits.

357. Physiologic Monitoring and Advanced Practice Procedures. Provides an in-depth understanding of selected invasive and noninvasive physiologic monitors used in clinical settings. Emphasis is placed on monitors used in intensive care. Content on the reliability, validity, sensitivity, stability, drift, and artifacts with respect to mechanisms of measurement assists students to interpret output. Students must be enrolled in one of the Pediatric Graduate Specialties in the Duke University School of Nursing. Fall. 3 credits.

359. Independent Study. Clinical experience of 50 hours and on-line case studies for clinical review. Variable credit.

399. Special Readings in School of Nursing. Individual reading in advanced study and research areas of School of Nursing. Approval of director of graduate studies required. Variable credit.

400. Organizational Theory for Health Care Delivery Systems. Focuses on organizational behavior theory and research as the foundation for managerial and leadership interventions in health care systems. Students learn how patient care system behaviors, structures, processes, and outcomes are affected by the actions of health system leaders (Online). 3 credits.

401. Managing Complex Health Care Systems. This course is an in-depth analysis of health care organizations as complex adaptive systems. The continuous change and unpredictability of complex systems, such as health care delivery systems, the importance

of relationships, and the role of self-organization, emergence and co-evaluation will be explored. Implications for management will be explored including sense making, learning, improvisations, thinking about the future, and designing as substitutes for traditional activities of command, control, prediction and planning when managing complex health care systems. (Online). 3 credits.

402. Financial Management and Budget Planning. Designed for managers in complex organizations. Focuses on the knowledge and skills needed by the manager to plan, monitor, and evaluate budget and fiscal affairs for a defined unit or clinical division. Health care economics, personnel, and patient activities are analyzed from a budgetary and financial management perspective in an environment of regulations and market competition. (Course taught online). 3 credits.

404. Health Care Economics. Health care costs continue to be an increasing percentage of the United States' gross national product. This course focuses on health care financing as an essential foundation for the delivery of health care services. Students will study the principal ways in which health care is organized and financed and how policy influences health care environment, particularly related to access, cost and quality. Current issues in health care organizational structure and financing will be analyzed through case studies. (Online). 3 credits.

405. Health Care Operations: Human Resources, Quality, Law and Ethics. Students develop a toolkit for continuous improvement within health care organizations and systems and explore selected health law, ethical, and human resources issues in nursing and health care management. Students will apply concepts to practice using relevant theory, quality improvement parameters, ethics modeling, and analysis of landmark legal cases. (Online). 3 credits.

407. Persuasive Presentations in Healthcare. The emphasis in this course is on the particular skills needed for persuasive verbal business presentations for clinicians and executives in healthcare. Concepts for effective oral presentation, including use of visual aids will be discussed. Students will apply the concepts in practical application to speaking situations such as board room, executive meetings, funding agencies, community organizations, and professional groups. (Online). 1 credit.

408. Effective Meeting Management in Healthcare. The emphasis in this course is on concepts and strategies for successful meetings of clinicians and executives in healthcare. Students will acquire the skills necessary to create, lead, and assess group meetings in a variety of situations such as quality improvement, staff, executive, board, and informal meetings. (Online). 1 credit.

409. Health Information Systems. This course provides a comprehensive assessment of historical, current and emerging information systems used in healthcare. Major types of systems, vendors, processes, and organizations are studied, as well as healthcare issues such as regulatory monitoring, accreditation requirements and professional practice standards as requirements in information systems. Students learn features and functions that are common to most health care information systems and explore criteria, tools, and methods for evaluating health care information systems. Ethical and legal issues related to the use of information and information technology within healthcare systems are discussed. Consent of instructor required. 3 credits.

410. Health Information Exchange Standards, Methods and Models. This course introduces students to the broad landscape of data standards necessary to achieve interoperability within and among complex healthcare organizations. Standards addressed relate to the planning phases for health information technology (HIT) systems, as well as

data structures, terminology, data transport, electronic health records, personal health records, decision support, privacy, and security. The creation, functionality, uptake, and usability of standards from both national and international perspectives are discussed, along with models for local and regional health information exchange. Consent of instructor required. 3 credits.

412. Health Systems Project Management. This course is designed to help students develop skills in facilitating strategic planning and management of complex projects in health care organizations. Learning activities will focus on managing the successful implementation EHRs, includes action planning, strategy implementation, evaluation of the planning process, budgeting, change management, assessment of organizational culture and behavior, scope creep, managing expectations, balancing competing priorities, and compliance reporting. Foundational principles of project management such as planning, scheduling, resource allocation, and tracking are applied to a healthcare information system project. Consent of instructor required. 3 credits.

414. Data, Information, and Knowledge Representation. This course addresses different strategies for representing data, information, and knowledge. Topics covered include data elements, relational data models, static and dynamic information models, unified modeling language, terminology, taxonomy and ontology, first-order logic, propositional logic, and description logics, frames, semantic networks, conceptual graphs, rules, computable guidelines. Emphasis is placed on the use of data, information and knowledge representation methods to solve problems in Health Informatics. Consent of instructor required. 3 credits.

415. Introduction to Health Informatics. This course provides an overview of the discipline of Health Informatics including key informatics concepts, models, theories, and sub-disciplines. The student is introduced to key application areas within Health Informatics, as well as thought leaders, key events and literature of the field. Consent of instructor required. 3 credits.

416. System Design, Implementation, Evaluation and Maintenance. This course introduces students to the challenges and solutions associated with privacy processes and infrastructure requirements related to health information systems. Policy, legal and technological issues that provide for the secure and confidential collection and exchange of health information are explored, along with codes of ethics, risk assessment processes, industry standards, security policies and procedures, HIPAA regulations, and hardware and software concerns. Consent of instructor required. 3 credits.

419. Informatics Research Seminar. This course provides students with an opportunity to examine current research in Health Informatics. In response to weekly seminars that are facilitated by local and guest researchers in Health Informatics, students explore relevant literature and participate in constructive critique and thoughtful discussion about the research. Topics vary, depending on faculty and student interests, as well as current research trends. Consent of instructor required. 1 credit.

420. Managing Acute and Chronic Health Conditions in the Newborn I. Comprehensive assessment and management of the newborn from birth through hospitalization and discharge. Course content includes anatomical, pathophysiological, and pharmacological management of the newborn with a focus on high-risk delivery, transport, and cardiorespiratory alterations. Integration of the newborn into the family is an overarching theme. Clinical practice opportunities in a variety of settings. Spring. 104 clinical hours. Prerequisite: Nursing 336. 4 credits.

421. Managing Acute and Chronic Health Conditions in the Newborn II. Comprehensive assessment and management of the newborn infant during hospitalization. Course includes anatomical, pathophysiological, and pharmacological management of the newborn with varying conditions. Advanced practice role development is emphasized. Clinical practice opportunities in a variety of settings. Summer. 104 clinical hours. Prerequisite: Nursing 420. 4 credits.

423. Nurse Practitioner Residency: Neonatal. Focuses on the synthesis of theory and clinical management skills for the neonatal nurse practitioner within a collaborative model of practice in Level II and III newborn units as well as follow-up clinics and transport. 1-4 units. Fall, spring, summer. 400 residency hours. Prerequisites: Nursing 320, 321, 336, 420, 421, and 430. Variable credit.

424. Clinical Nurse Specialist Residency: Neonatal. Focuses on the synthesis of theory and clinical skills for the clinical nurse specialist within a collaborative practice. Emphasis is placed on education, consultation, research, and clinical practice. 1 to 4 units. Fall, spring, summer. 100 to 300 residency hours. Prerequisites: Nursing 320, 321, 336, 420, 421, and 430. Variable credit.

426. Managing Acute and Chronic Health Conditions in Children I. Focuses on the pathophysiological mechanisms, clinical decision making, and treatment modalities in managing health problems seen in acutely, intensively, and chronically ill pediatric patients in the hospital, home, or long-term care facility. Integration of the family into the health care plan is an overarching theme. Primary care issues such as immunization and minor illness and health promotion are emphasized. Students have clinical rotations in a variety of settings. Spring. 104 clinical hours. Prerequisites: Nursing 320, 321, and 336. 4 credits.

427. Managing Acute and Chronic Health Conditions in Children II. Addresses the complex management issues with critically, chronically, and acutely ill children cared for in hospitals, the home, or long-term facilities. Complex technology used in the management of pediatric patients is integrated into the course. The role of the family in the child's illness and developmentally appropriate care are emphasized. Summer. 104 clinical hours. Prerequisites: Nursing 320, 321, and 336. 4 credits.

428. Nurse Practitioner Residency: Pediatric Acute Care. Provides the students an opportunity to synthesize theory and clinical management skills in the management of acutely and intensively ill pediatric patients in a collaborative model of practice. Residency sites and preceptors are individually arranged based on the needs of the students and availability of clinical sites. The emerging role of nurse practitioners in tertiary care settings is discussed. Consent of instructor required. 2 to 4 units. Fall, spring, summer. 200 to 400 residency hours. Prerequisites Nursing 320, 321, 336, 426, 427, and 430. Variable credit.

429. Clinical Integration Course for Pediatric Acute and Chronic Care for the FNP. Focuses on pathophysiological mechanisms, clinical decision-making and treatment modalities in managing health problems seen in acutely, intensively and chronically ill infants, children and adolescents in the hospital, home or long-term care facility. A major focus of the course will be on expanding the pediatric pharmacological knowledge basic to assessment and management of pediatric patients with common acute and chronic health problems. Complex technology used in the management of pediatric patients is integrated into the course. Integration of the family into the health care plan and developmentally appropriate care are overarching themes. Primary care issues such as immunizations, minor illnesses and health promotion are reviewed. Pediatric clinical hours are a part of this course. Prerequisites: Nursing 329 and 431. 6 credits.

430. Advanced Concepts of Pediatric Growth, Development and Behavior. Addresses normal patterns and common variations of pediatric growth, development, and behavior, including stages, ranges, and sequence of development in cognitive, language, gross motor, fine motor/adaptive, personal/social domains from infancy through adolescence. Presents developmental and behavioral theoretical frameworks, medical, genetic, and environmental risk factors, family systems, parenting styles, screening, surveillance, and assessment of children. Management strategies, referral options, legal, ethical, and policy issues are discussed for children with atypical development/behavior. Promotion of wellness through anticipatory guidance of the child and family is infused into the course content and addressed at each development stage. 3 credits.

431. Advanced Concepts in Pediatric Growth & Development for the Family Nurse Practitioner. This course addresses normal patterns and common variations of pediatric growth, development, and behavior. Course content will include stages, ranges and sequence in development in cognitive, language, gross motor, fine motor/adaptive & personal/social domains from infancy through adolescence. 3 credits.

438. Clinical Nurse Specialist Residency: Pediatrics. Supervised clinical practicum exploring the role of the clinical nurse specialist in a pediatric setting of the student's choice. Fall, Spring, Summer. Minimum 300 clinical hours. Prerequisites: Nursing 330, 331, 336, 430, and 431 (431 may be taken concurrently). Variable credit.

439. Nurse Practitioner Residency: Pediatrics. Supervised clinical practice which allows opportunities for practice as a pediatric nurse practitioner. 1 to 4 units. Fall, spring, summer. 100 to 400 residency hours. Prerequisites: Nursing 322, 323, 330, 331, 336, 430, and 431. Variable credit.

441. Child Health in Family Care. Focuses on children from infancy through adolescence within the contextual frameworks of family, school, and community. The course addresses growth and development, health maintenance, and anticipatory guidance needs of various age groups. The role of the family nurse practitioner in the management of common primary health care problems of children is emphasized. Clinical practice is in primary care settings that serve children: public health departments, school-based clinics, public and private family and pediatric practice sites, and rural/urban community health clinics. Fall: on-campus, 104 clinical hours. Spring: distance-based. Prerequisites: Nursing 330, 331, 332, 333, and 334. 4 credits.

442. Sexual and Reproductive Health. Course focuses on women and men from adolescence through maturity within the context of their sexual and reproductive development. It addresses pre- and post-natal care; health maintenance issues; common sexual and reproductive health problems; and sexuality and reproductive changes in men and women related to special health issues and aging. Clinical practice component is in primary care, and obstetrical and gynecology practice settings that serve women and men at different points in the sexual and reproductive continuum. This course is offered as a 2-credit didactic-only course or a 4-credit didactic course with 104 hours of direct patient care clinical practice. The 4-credit section (N442.01) of this course is reserved for FNP students; non-FNP students may enroll only with permission of both the instructor and the student's advisor. No permission is needed to enroll in the 2-credit section (N442.02). Prerequisites: for the 4-credit section: Nursing 330, 331, 332, 333, 334; for the 2-credit didactic-only section: Nursing 332. Variable credit.

445. Concepts of Advanced Management of Patients with Diabetes and Selected Metabolic Disorders. Focus on the pathophysiology and management of patients with

diabetes and selected metabolic disorders. Content on prevention, diagnosis and clinical treatment for diabetes throughout the adult lifespan, along with surveillance and identification of complications related to diabetes. Prerequisite: Nursing 333. 3 credits.

446. Exercise Interventions for Diabetes and Cardiovascular Risk Reduction. Describe culturally relevant strategies for exercise as a lifestyle intervention for the management of diabetes and cardiovascular risk reduction. Focus on evaluation of client energy expenditure and strategies for planning of an individualized exercise prescription. Proposed course content: Effect of exercise on metabolism and management of diabetes, along with strong emphasis on exercise as a management strategy to reduce cardiovascular risk. Strategies for health behavior change and change theory included. 1 credit.

447. Nutritional Management for Diabetes and Cardiovascular Risk Reduction. Describe culturally relevant strategies for lifestyle and nutritional management of diabetes and cardiovascular disease. Focus on nutritional assessment, planning and counseling for adult and adolescent patients with diabetes and cardiovascular disease. Course content will include medical nutritional therapy for management of diabetes and carbohydrate counting with strong emphasis on nutritional strategies for lipid management, cardiac risk reduction, and treatment of obesity. Strategies for health behavior change and change theory included. 1 credit.

449. Nurse Practitioner Residency: Family. Supervised practice in family primary care nursing. Management of common acute and chronic illnesses of patients across the life span. Development of the domains and competencies of nurse practitioner practice in family health care settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referring patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of Family Nurse Practitioner. 4 units. Fall, spring, summer. 400 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 440, 441, and 442. Variable credit.

450. Management of Critically Ill Adult Patients I. Focuses on pathophysiological mechanisms (cardiovascular, pulmonary, and hepatic), clinical decision making, and treatment modalities for managing common problems seen in acutely/critically ill patients. Integration of technological aspects of care is emphasized in both the didactic and clinical components. Fall. 200 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 4 credits.

451. Management of Critically Ill Adult Patients II. Focuses on pathophysiological mechanisms, clinical decision making and treatment modalities for the management of health problems seen in acutely/critically ill patients. 200 clinical hours. Consent of instructor required. Prerequisites: Nursing 330, 331, 332, 333, 334, and 450; pre-or co-requisite: Nursing 442. 4 credits.

455. Global Health. This course will offer students a detailed multidisciplinary introduction to major global health problems and their direct and indirect causes. Health disparities among and within nations will be explored for their causal relationships. Specific diseases and disease trends will be examined from the perspectives of biology, ethics, law, psychology, business, sociology, political science, environment, history, nursing, and other medicine. Possible interventions will be examined through the disciplinary bases of engineering, medicine and public health. Diseases will include, but not be limited to: such as malaria, tuberculosis, sexually transmitted diseases, diarrhea, heart disease, cancer, and injuries. The course will include intensive reading, archival research, and writing. The course lab will consist of guest speakers who will further introduce students to disease

causal pathways and potential interventions from the perspective of the faculty members' discipline. 3 credits.

457. Critical Care Clinical Nurse Specialist Residency. Focuses on the synthesis of research, theory, and clinical management skills in the care of adults in acute/critical care settings. Uses a collaborative practice model in delivering education, consultation, case management, research, and administrative issues in the acute/critical care unit. Sites and preceptors are individually arranged based on the needs of students. 300 residency hours required. Fall, spring, summer. Prerequisites: Nursing 330, 331, 332, 333, 334, 450, and 451; pre-or co-requisite Nursing 442. Variable credit.

458. Nurse Practitioner Residency: Adult Acute Care. Focuses on the synthesis of theory and clinical management skills with implementation of the acute care nurse practitioner role in a collaborative model of practice. Consent of instructor required. 1 to 3 units. Fall, spring, summer. Minimum 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, 450, and 451. Variable credit.

459. Nurse Practitioner Residency: Adult Primary Care. Supervised practice in adult primary care nursing. Management of common acute and chronic illnesses of adult patients. Development of the domains and competencies of nurse practitioner practice in primary care settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referring patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of adult nurse practitioner. 1 to 3 units. Fall, spring, summer. 100 to 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. Pre- or co-requisite: Nursing 442. Variable credit.

460. Advanced Management of Patients with Cardiovascular Diseases. Focuses on the pathophysiology and management of patients with major cardiovascular disorders. Content includes diagnostic and treatment options, recovery of patients following major cardiac events, symptom management during chronic illness, and prevention of disease. Students also obtain skill in ECG interpretation and cardiac physical exam. Prerequisites: Nursing 330, 331, 332, and 333; pre- or co-requisite: Nursing 334. 3 credits.

461. Care Management of Patients with Selected Cardiovascular Illnesses. Provides the student with supervised experience in care management of adult patients with selected cardiovascular illnesses in a variety of clinical settings. Students use the knowledge and critical thinking skills developed in Nursing 460 in patient evaluations and care management. Focuses on paradigm cases from clinical practice and provides students opportunities for experience in making case presentations. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, and 460. 4 credits.

469. Nurse Practitioner Residency: Adult Cardiovascular. Provides the student with supervised practice as a nurse practitioner. Clinical experiences focus on the management of common acute and chronic illness through transitions in care. Emphasis is on development of the domains and competencies of nurse practitioner practice in the care of cardiovascular patients. Consent of instructor required. 1 to 4 units. 100 to 400 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 460, and 461. Variable credit.

470. Oncology Nursing I: Epidemiology and Pathophysiology. Focuses on epidemiology, pathophysiology, and biobehavioral aspects of cancer across adult years. Major topics include cancer physiology, prevention, detection, role of the immune system, treatment, and responses to cancer. Spring. 3 credits.

471. Oncology Nursing II: Symptom and Problem Management. Provides the student with a broad framework for coordinating the domains and competencies of advanced practice roles in adult oncology nursing. The Oncology Nursing Society (ONS) Guidelines for Advanced Oncology Nursing Practice and Competencies in Advanced Practice Oncology Nursing, serve as a framework for examination of problems and symptom management in patients. This course focuses on the role of the advanced practice nurse in assisting the patient to maintain an acceptable quality of life through the management of both disease and treatment related symptoms. Case studies are used to explore clinical problems. 104 clinical hours. Prerequisite: Nursing 470. 3 credits.

472. HIV Concepts and Management. Provides the basic concepts of human immunodeficiency virus (HIV) epidemiology, pathophysiology, management, and traditional and complementary approaches to care. Consent of instructor required. 3 credits.

478. Clinical Nurse Specialist Residency: Oncology. Provides the student with supervised practice as a clinical nurse specialist in a specialized area of interest including ambulatory/clinic care, inpatient care, bone marrow transplant care, community/preventive care and home or hospice care. Case management, care maps, case studies, and ONS Guidelines for Oncology Nursing Practice serve as frameworks for the practicum and seminars. Fall, spring, summer. 200 to 400 residency hours. Prerequisites: Nursing 330, 331, 332, 470, 471. Variable credit.

479. Nurse Practitioner Residency: Adult Oncology. This clinical residency is designed for the students to synthesize the knowledge and skills of the domains and competencies of the adult practitioner in oncology nursing through a supervised clinical residency. The areas of synthesis include managing patient health and illness in home care, ambulatory and acute inpatient settings, monitoring quality care, organizational and role competencies, healing and teaching roles. 1 to 3 units. 100 to 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 470, and 471. Pre- or co-requisite: Nursing 442. Variable credit.

480. Social Issues, Health, and Illness in the Aged Years. Examines diversity in development and adaptation to environmental, social, psychological, and biological changes. Theories of aging, health and aging, intimacy and sexuality, rural-urban health care patterns, minority health care patterns, demographic trends, and death, dying, and loss are discussed. 3 credits.

481. Managing Care of the Frail Elderly. Emphasizes assessment, rehabilitation, and management of complex problems of elders who reside in community and institutional settings. Research projects and innovative care strategies are explored. Organizational and managerial effectiveness and consultative roles of the geriatric nurse practitioner/clinical nurse specialist are examined. Fall. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 4 credits.

482. Palliative Care in Advanced Practice Nursing. The course emphasizes assisting patients and families with life-limiting illnesses to maintain the best possible quality of life by integrating psychosocial and ethical issues in the management of care. Students develop goals of care to assist patients and families in optimizing their function and in providing opportunities for personal growth. Interdisciplinary collaboration is emphasized in the delivery of care. The principles and philosophy of palliative care provide the course framework. This course is available with a clinical rotation of 104 hours in units providing end of life care. Non-clinical course register for 2 credits; with clinical rotation, register for 3 credits. Variable credit.

486. Improving Transition of Care: An Inter-professional Course for Advanced Learners. This course strengthens the knowledge, skills, and attitudes of learners from multiple disciplines, such as Nursing, Medicine, Social Work, PT, PA, and Pharmacy, related to inter-professional team roles and their impact on the quality of care of older adults transitioning between different locations and levels of care. Content areas include communication within and across settings and use of systems in fostering safe transitions of care. Students learn appropriate interventions for care transitions with older adults and family caregivers, as well as quality improvement methodologies to recognize and manage problems in care transitions. Prerequisite: Completion of 2 semesters for MSN and ABSN students. 3 credits.

487. Gerontological Clinical Nurse Specialist Residency. This course provides gerontological nurse specialist students with the opportunity to synthesize the knowledge and skills necessary to provide comprehensive care to patients and families within complex health systems. Emphasis is on the integration of knowledge and role development through the domains and competencies of nurse specialist practice. Students will practice in sites that are compatible with their professional goals and/or practice needs. Prerequisites: Nursing 332, 333, 334, 480, 481. Variable credit.

489. Nurse Practitioner Residency: Gerontology. Supervised practice as a nurse practitioner in gerontological nursing. Management of common acute and chronic illnesses of the elderly. Development of the domains and competencies of nurse practitioner practice in geriatric care settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referral of patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of gerontological nurse practitioner. 1 to 3 units. Fall, spring, summer. 100 to 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 480, and 481. Pre- or co-requisite: Nursing 442. Variable credit.

490. Clinical Research Management: Trials Management. Focuses on the overall management of Phase I, II, and III clinical trials in industry, academia, and government settings. Emphasis is placed on development, initiation, and execution of clinical trials. Course content includes intensive training in the processes involved in site evaluation and selection, preparation for investigator meetings, site initiation, site management, clinical research monitoring, auditing and compliance practices, clinical research management tracking and reporting systems, adverse event reporting, data safety review boards, data management, site termination, and clinical trial management. Spring (on-line). 3 credits.

491. Clinical Research Management: Business and Financial Practices. Familiarizes the student with the drug, device, and biologic development industry as a business. The overarching framework is the organizational structure, processes, procedures, and legal and ethical standards common to the industry. Integral to the course is the development/refinement of critical thinking skills with respect to problem solving real life actual and potential problems arising out of drug development. Knowledge of contracts, business ethics, cultural differences, and legal issues will be stressed. Summer (online). 3 credits.

492. Clinical Research Management: Regulatory Affairs. Provides the student with an overview of the FDA and regulatory requirements in the drug development process. In-depth content includes: the development and submission of Investigational New Drug Applications, New Drug Applications, Biological License Applications, Orphan Drug Applications; biomedical auditing and compliance; MedWatch and Safety reports; Phase-IV studies and Post Marketing Surveillance; and International Harmonization Guidelines for multinational pharmaceutical development projects. Fall only (Course taught online). 3 credits.

493. Introduction to Clinical Research Data Management: Theory and Practice. This graduate course focuses on data collection, tools, systems, and methods used for clinical research. The course is designed to provide a foundation and working knowledge of data management topics relevant to research in health care settings. These include health and research informatics, data collection from design and validation, data standards, choosing and using software for data processing and management, and regulations applicable to research data management. Summer. 3 credits.

498. Synthesis of Specialty Practice. Offered in Clinical Research Management, Informatics, or Nursing and Healthcare Leadership specialties. This course is designed to help graduating students integrate and synthesize prior learning as they transition from the academic environment into advanced practice professional roles in health care. The major goal of the course is to provide opportunities to increase both competence and confidence in the student's ability to perform in the advanced practice role. The course emphasizes synthesis of program content, personal and professional values, creative and critical thinking skills, independent problem-solving, and leadership strategies in the student's chosen area of practice. Variable credit depending on specialty. Variable credit.



502. Health Promotion and Disease Prevention. Provides the student the opportunity to incorporate health promotion and disease prevention assessment and intervention into the health of clients across the life span. Applying the principles of health education, the course prepares students to use the tools and skills necessary to provide health promotion and disease prevention services to individuals, families, groups, and communities. The definition of health and the factors that impact an individual's or group's health framework is the basis for understanding health maintenance interventions. 3 credits.

512. Pharmacology of Anesthetic Agents. Addresses uptake, distribution, biotransformation, and excretion of intravenous, local, and inhalation anesthetics, neuromuscular blocking agents, and adjunctive medications used in anesthesia practice. Emphasis is given to mechanisms of drug action, drug effects, factors modifying drug dosage, and adverse responses. Consent of instructor required. Spring. 3 credits.

513. Basic Principles of Anesthesia. Focuses on basic principles of preoperative patient assessment, operating room preparation, interpretation of preoperative data, diagnostic reasoning and preoperative documentation. The anesthesia machine, anesthesia equipment, airway management, positioning and basic concepts of anesthetic administration are also presented. Spring. 3 credits.

514. Anesthesia Pharmacology. This course focuses on developing advanced knowledge of pharmacologic concepts especially as they relate to the anesthetized patient. Pharmacologic mechanisms of action, dose-effect relationships, and time course disposition will be covered. Topics include neuromuscular blocking agents and reversals, local anesthetics, autonomic pharmacology, drug therapy for asthma, and cardiovascular pharmacology. The cost-benefit and the risk-benefit profiles of these drugs will be examined. Summer. 3 credits.

515. Chemistry and Physics Related to Anesthesia. Investigates the principles of chemistry and physics as applied to anesthesia care, operation of equipment, and operating room safety. Biomedical instrumentation pertinent to anesthesia patient care is described. Consent of instructor required. Spring. 3 credits.

517. Advanced Principles of Anesthesia I. Expands concepts introduced in Nursing 513 - Basic Principles of Anesthesia toward increasingly complex application. Designed to address the anesthetic implications of the pediatric, geriatric, and obstetrical populations. Anesthetic implications for specialty surgeries and specific pathophysiological conditions, as well as the administration and management of selected regional anesthetic techniques (spinal, epidural) are also introduced. Prerequisite: Nursing 513. 4 credits.

518. Advanced Principles of Anesthesia II. Anesthetic implications for specialty surgeries (cardiovascular, thoracic, neurosurgical) and specific pathophysiologic conditions, as well as the administration and management of selected (peripheral nerve) regional anesthetic techniques are completed. Prerequisite: Nursing 517. 3 credits.

521. Advanced Pathophysiology for Nurse Anesthetists I. Describes the underlying pathophysiology of selected conditions affecting the cardiovascular, respiratory, musculoskeletal, and renal systems. Implications and effects that various disease states have on anesthesia selection and perioperative management are highlighted. Consent of instructor required. Summer. 3 credits.

522. Advanced Pathophysiology for Nurse Anesthetists II. Describes the underlying pathophysiology of selected conditions affecting the neurological, hematological, gastrointestinal, endocrine, and immunological systems. Implications and effects that

various disease states have on anesthesia selection and perioperative management are highlighted. Consent of instructor required. Fall. 3 credits.

526. Professional Aspects of Nurse Anesthesia Practice. Analysis of nurse anesthesia professional associations and councils, legal aspects governing nurse anesthesia practice, hospital and governmental regulator agencies, nurse anesthesia scope of practice, the impaired practitioner, and ethical and professional considerations relating to the nurse anesthesia profession. Consent of instructor required. Spring. 3 credits.

529. Clinical Anesthesia Practicum I, II, III, IV, V, VI and VII. Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Two credits per rotation. Variable credit.

531. Medical Spanish and Cultural Competency for Health Care Beginner Level I. This course is a conversational language course designed to develop basic language skills in medical Spanish and cultural competency with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized and basic grammar is included. Aspects of Latin American culture -- especially those most pertinent to health care -- are included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Fall, spring, summer. 1 credit.

532. Medical Spanish and Cultural Competency for Health Care Beginner Level II. This course is a conversational language course designed to build on the basic skills in medical Spanish and cultural competency with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized and basic grammar is included. Aspects of Latin American culture -- especially those areas most pertinent to health care -- are included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Fall, spring, summer. 1 credit.

533. Medical Spanish and Cultural Competency for Health Care Intermediate Level I. This course is a conversational language course designed to build on the intermediate language skills in medical Spanish and cultural competency with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized and grammar is included. Aspects of Latin American culture -- especially those most pertinent to health care -- are included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Prerequisites: Nursing 531, 532, advanced basic Spanish, or consent of instructor. (Medical vocabulary is not a prerequisite.) Fall, spring, summer. 1 credit.

534. Medical Spanish and Cultural Competency for Health Care Intermediate Level II. This course is a conversational language course designed to develop advanced language skills in medical Spanish and cultural competency with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized and grammar concepts are reviewed. Aspects of Latin American culture -- especially those most pertinent to health care -- are included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Prerequisites: Nursing 533, or an advanced Spanish course, or consent of instructor. (Medical vocabulary is not a prerequisite.) 1 credit.

535. Medical Spanish and Cultural Competency for Health Care - Advanced Conversational. A conversational language course designed to apply advanced language skills in medical Spanish and cultural competency to health care situations of increasing complexity. Conversational Spanish, as spoken in Latin America, is emphasized. Aspects of Latin American culture -- especially those most pertinent to health care -- are included in each lesson. Class structure and teaching methods include intensive verbal practice in a supportive and relaxed environment. Each class includes application and practice with medical vocabulary. This course heavily focuses on medical terminology, professional patient-clinician interaction, and simulation scenarios. Prerequisite: N534, or an intermediate Spanish course, or instructor's permission. 1 credit.

543. Facilitating Student Learning. This course introduces students to principles of adult learning, as well as concepts of learning styles, student engagement, and domains of learning. Teaching practices and strategies designed to help students succeed in learning the complexities of nursing are also explored. 1 credit.

544. Innovations in Clinical Teaching and Evaluation. This course provides an overview of traditional and contemporary approaches to teaching and learning in the laboratory and clinical environments, as well as an analysis of issues related to the evaluation of students' clinical/lab performance. 1 credit.

545. Integrating Technology into Nursing Education. This course provides students with an opportunity to explore the evolving use of technology to facilitate learning and professional development. Issues related to the integration of technology into nursing education will be explored, and students will study specific technologies in depth to determine their most effective use in the educational arena. 1 credit.

546. Innovative Curriculum Development in Nursing. This course prepares nurse educators to develop educationally-sound, internally-congruent, innovative curricula for pre-licensure RN programs. Internal and external factors that influence the development of curricula will be explored, as well as issues related to curriculum development that are being addressed in nursing and higher education communities. 2 credits.

547. Educational Program Evaluation and Accreditation. This course introduces students to the full complexities of evaluating educational programs. It explores the components of program evaluation -- what, when, how, who, and disposition of findings - - and the role of faculty in designing those components and implementing the evaluation plan. The course also examines the purpose and processes of accreditation, distinguishes accreditation from State Board approval, and explores current issues related to program approval and accreditation. 1 credit.

548. Test Construction and Item Analysis. This course prepares students to create and critique objective tests. It includes the concepts of test blueprinting, exam administration and score, test data statistical analysis, grade assignment, and test development software implementation. 2 credits.

549. Using Qualitative Assessment and Evaluation Strategies. This course provides students with the opportunity to explore a wide range of methods that can be used to evaluate student learning, with the exception of multiple-choice tests and clinical performance since those topics are addressed in another course. Students explore the most appropriate use of papers, group projects, care plans, concept maps, presentations, class participation, and other methods to evaluate learning in the cognitive, affective, and psychomotor domains. In addition, issues related to the grading of such products are examined. 1 credit.

550. Role of the Nurse Educator: Issues and Challenges. This course provides students with the opportunity to explore the multiple dimensions of the nurse education role and the competencies expected of individuals in that role. Issues and challenges facing nurse educators will be explored along with strategies individuals can employ to manage those challenges. 1 credit.

553. Synthesis: Implementing the Nurse Educator Role. This culminating course provides students with the opportunity to implement the nurse educator role in an academic or staff development setting, under the guidance of and in collaboration with an experienced teacher. Students plan, implement and evaluate the effectiveness of a teaching session that is reflective of the program's curriculum framework, appropriate to the specified learning goals, and appropriately integrates technology. In addition, students collaborate with their preceptors to explore how the multiple dimensions and demands of the educator role can be balanced effectively to promote continuous growth as an educator. 120 hours are required at the Synthesis site. 3 credits.

560. Critical Analyses of Health Communication Theory and Practice. In light of the fact that health communication is central to the delivery of health care and influencing change in the health care system, this graduate-level course enables students to critically review, synthesize and apply theories of health communication for purposes of promoting health behavior change (e.g., primary and secondary prevention) and improving patient care. It addresses communication that occurs through various venues (e.g., in-person, media, health care settings), and it is designed to help students learn how to critically evaluate a wide range of health communication interventions and strategies. Consent not required if student is matriculated in the Duke School of Nursing MSN, PhD or DNP programs. Otherwise instructor consent required. 3 credits.

562. Applied Genomics and Personalized Medicine in Clinical Care. The focus of the course is on the clinical application of genomics for the prevention, prognosis, and treatment of complex disease states. Health professionals will acquire knowledge and skills to evaluate genomic and personalized medicine applications to clinical practice. Learning approaches will include didactic lectures, case studies, and exploration of actual genomic test results. Instructor consent required. 2 credits.

570. Health Care Coordination of Complex Patients. Focuses on the role of case management in varied practice settings. Exploration of evidence-based practice disease management; investigation of the fiscal, legal and ethical components of managing complex patients. The impact of culture, environment, and behavior will be explored as facilitators and barriers to health care delivery. 4 credits.

571. Health Care Coordination of Complex Patients: Case Studies. Focuses on case studies of complex patients. Intervention opportunities and gaps in service will be explored; recommended interventions including patient/family education and inter-professional consultation will be explored. The impact of culture, family, environment, and behavior will be explored as facilitators and barriers to health outcomes. 2 credits.

572. Synthesis of Specialty Practice: Case Management. This course is designed to help students integrate and synthesize prior learning as they transition from the academic environment into professional roles in health care. The major goal of the course is to provide opportunities to increase both competence and confidence in the student's ability to perform in the advanced role. The course emphasizes synthesis of program content, personal and professional values, creative and critical thinking skills, independent problem-solving, and leadership strategies in the student's chosen area of practice. 3 credits.

576. Fundamentals of Musculoskeletal Care 1. This course will prepare the advanced practice nurse to evaluate and manage selected chronic and acute musculoskeletal

conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will focus on outpatient management of orthopedic conditions but will include discussion of operative interventions for musculoskeletal conditions. This online course has one required campus-based multiday session designed primarily to solidify musculoskeletal assessment and diagnostic reasoning skills. Pre-requisites: N330, N332. Co- or pre-requisites: N331, N333. 3 credits.

577. Fundamentals of Musculoskeletal Care 2. This course will prepare the advanced practice nurse to evaluate and manage selected musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will address both outpatient management and operative interventions for musculoskeletal conditions. Office based procedures to treat musculoskeletal conditions will be included. This online course has one required multiday campus-based session designed primarily to solidify psychomotor and diagnostic reasoning skills. 3 credits.

578. Musculoskeletal Care Practicum. Through supervised clinical practice, this course will prepare the advanced practice nurse to evaluate and manage chronic and acute musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The focus will primarily be on office based orthopedics. 3 credits.

601. Philosophy of Science and Theory Development. Focus is on the purposes of science, scientific process, and knowledge development as debated in current literature. Debates arising from different philosophic traditions (e.g., rationalism, empiricism) inform discussion about the nature of the nature of science and Nursing's past, present, and future directions in theory and knowledge development. The student will apply knowledge gained to concept analysts and refinement and theory construction related to trajectories of chronic illness and care systems. Permission of department required. 3 credits.

602. Advanced Research Methods. Focus is on design issues in human subjects research. Topics will include: hypothesis formulation and testing, operationalization and measurement of research constructs, and research designs for non-experimental, quasi-experimental, experimental studies. The course will specifically address research designs and methods that are best suited for the stage of the research (developmental, exploratory, or confirmatory) and approach (qualitative, quantitative, or mixed methods) as well as sampling and ethical issues in research around trajectories of chronic illness and care systems. Fall semester. 3 units. 3 credits.

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

604. Statistical Analysis II: Categorical Data Analysis. Focus is on the most important and commonly used regression models for binary, ordinal, and count outcomes. Topics include: estimating and interpreting regression coefficients, assessing model fit, and significance testing using logistic, Poisson, and negative binomial models. Explore nonlinear regression models to analyze both epidemiologic (survey) and clinical data. Assignments will provide the student with hands-on data analytic experience (with relevant SAS procedures) and with a workbook of specific examples that can be applied to the student's subsequent research activities. Prerequisite: Statistical Analysis I: GLM (or equivalent). Permission of department required. 3 credits.

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

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

607A. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care System. First semester of two-semester overview of science & research in chronic illness and care systems. This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding trajectories and development, and the care systems with which individuals and groups interact to change illness trajectories. 3 credits.

607B. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems. Second seminar of a two-semester overview of science & research in chronic illness and care systems. Spring topics focus on the environmental and organizational context of chronic illness. Faculty and students will explore competing theoretical perspectives and consider how each would guide an empirical study in a specific research area. In addition, students will be introduced to DUSON research faculty and the research going on in the school. The seminar also addresses scholarly skill development including research synthesis, authorship, academic integrity, grant writing, and human subjects; issues with vulnerable populations. 3 credits.

608. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & Care Systems. Focus is on an in-depth coverage of research designs that address causal relationships as well as critical elements in the design and implementation of intervention studies. Example of topics covered include development of research questions, hypotheses, sampling methods, research designs (quasi-experimental and experimental), reliability and validity (construct, internal and external validity), and intervention fidelity in research around trajectories of chronic illness and care systems. 3 credits.

609A. Doctoral Seminar in Nursing Science III: Dissertation. In this doctoral seminar, the student will write the dissertation proposal. Topics for discussions will include theoretical, substantive and methodological issues in planning longitudinal research, mentored research experiences, and mentored teaching experiences. The will write a data based manuscript, based on mentored research experiences, and submit for publication (may be done in collaboration with faculty and peers). Prerequisite: Nursing Science I and Nursing Science II. 3 credits.

611. Introductory Statistics. This course is designed to be an investigation into statistical elements and analyses commonly used in health and behavioral sciences. Focus is on gaining an understanding of statistical elements and tests involved in health science

research. Topics will include measures of central tendency and variability, hypothesis testing, descriptive statistics, correlation, t-tests, ANOVA, simple and multiple linear regression, logistic regression, and non-parametric procedures in SAS. A SAS training course is offered as part of the course. The course will examine statistical test assumptions for parametric test involved in nursing research. The student will apply concepts by entering, analyzing, and interpreting data sets using SAS procedures. This course will also provide students with the ability to critically think about research methodology and testing used in nursing research. Fall. 3 credits.

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

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

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

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

650. Evidence-Based Practice I: Locating and Appraising Evidence. Enables the student to determine best practices through examining the type and level of evidence; evaluating the quality of the literature and applicability to practice; benchmarking; and exploring and evaluating applicable resources and databases. Students propose a clinical question: appraise both qualitative and quantitative research, including systematic reviews and meta-analyses; organize and synthesize the results, and determine relevancy for translation into practice. Pre-requisites: Master's degree in Nursing, or related healthcare specialty (students who have completed 3/4 coursework towards master's preparation may be eligible to enroll - permission of instructor and advisor required). 3 credits.

651. Evidence-Based Practice II: Implementation and Evaluation. Builds on Nursing 650, using innovation science and quality improvement research to examine the applicability of evidence based practice or practice guidelines in an organizational setting, translating the evidence into a practice protocol, implementing the protocol, and evaluating the effectiveness of the EBP in improving outcomes. Quality improvement models and processes as methods of using strategies include program evaluation designs and metrics, comparative research designs and use of appropriate statistical analysis, fidelity of the intervention, outcome measurement, and sustainability of the EBP. Prerequisite: Nursing 650 or consent of instructor. 3 credits.

652. Transforming the Nation's Health. Introduces students to systems thinking and principles for improving health at individual, population, national, and global levels. The transformative role of information infrastructure and electronic health records are studied in the context of improving both population outcomes and decision support for clinical practice. Transformational leadership for political and policy activism and consumer advocacy are emphasized. Emerging regional, national, and global health issues and trends are explored. 3 credits.

653. Data Driven Health Care Improvements. Designed to help students learn to select and manage data sources, information systems, and quality metrics for analyzing clinical data to influence health policy and improve patient safety and quality of care at all health system levels. Multi-professional teamwork and informatics solutions are emphasized in the context of a quality improvement culture. Critical thinking, professional ethics, and data quality are explored for a variety of analytic methods and quality metrics. Pre-requisites: Master's degree in Nursing, or related healthcare specialty (students who have completed 3/4 coursework towards master's preparation may be eligible to enroll - permission of instructor and advisor required). 3 credits.

654. Effective Leadership. Students synthesize theoretical leadership concepts with personal and professional values and gain an appreciation for the changing sociocultural context in which clinical leadership is practiced. Issues of power, creativity, innovation, ethics, and gender are addressed. Self reflection is used to develop interpersonal skills that enhance leadership. 3 credits.

655. Health Systems Transformation. Students analyze and synthesize innovative approaches to complex issues in health care systems using organizational theories. Concepts such as strategic management, market forces, politics, policy, and change management are used to assess and integrate how system level innovations are made in diverse health care settings. The influence and contributions of nurse leaders in transforming the health care system are highlighted. Pre-requisites: Master's degree in Nursing, or related healthcare specialty (students who have completed 3/4 coursework towards a master's preparation may be eligible to enroll - permission of instructor and advisor required). 2 credits.

656. Quantitative Methods for Evaluating Health Care Practices. Enables students to evaluate and interpret findings from quantitative studies. Emphasis is on research design and statistical methods used to generate and assess evidence for nursing practice. Pre-requisites: Master's degree in Nursing, or related healthcare specialty (students who have completed 3/4 coursework towards master's preparation may be eligible to enroll - permission of instructor and advisor required) and completion of one graduate level statistics course. The course is designed for students in the Doctor of Nursing Practice (DNP) program. Students outside of the DNP program should obtain the permission of the instructor to register for the course. 3 credits.

657. Healthcare Innovation and Entrepreneurship. This interdisciplinary course teams DNP students with engineering and economics students to learn and apply a focused approach toward sustainable healthcare innovation. The influence and contributions of nurse leaders in the discovery, development and demonstration of healthcare innovations will be highlighted, as will the various pathways from idea to implementation. Students will be introduced to concepts that include "intrapreneurship," entrepreneurship, six sigma principles of process improvement. Students will also come to understand the ways in which regulatory issues, patent law, and market forces impact the healthcare innovation process. 3 credits.

665. Capstone Project. In this 4 semester course, students apply the knowledge and skills learned in the translation, transformation, and leadership courses. The capstone project may be a practice change, quality and safety improvement, clinical program evaluations, and evaluation of practice models. During the capstone course students refine their project idea and then plan, implement and evaluate the project. Minimum of 6 credits required over 4 semesters. Consent of instructor required. Variable credit.

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

699. Doctoral Mentored Research Practicum. The purpose of the research practicum is to enhance student knowledge and skills in research through work on one or more research projects. Each practicum is individually designed by the student and mentor. A research practicum may involve; designing and implementing a research project, developing and evaluating a nursing intervention; conducting data analyses; writing manuscripts; assuming responsibility for part of a project; or a combination of these activities. Instructor: Staff. Variable credit.

Financial Aid

Overview

The Duke University School of Nursing places a high priority on need-based financial assistance for its students with a particular emphasis on scholarships, low-interest loans, and loan repayment programs.

The Duke University School of Nursing is committed to assisting all students in meeting 100% of their financial need during the entire length of their program. To achieve this goal, we have established a number of our own scholarship programs and participate in several local, state and federal scholarship and loan-repayment programs specifically designed for nursing students.

Although the information in this chapter was current at the time of Bulletin revision, the average amount awarded to individuals by any given



funding source may vary considerably from year to year, dependent on availability of funding. Prospective students are therefore encouraged to update the information in this Bulletin by periodically visiting the websites of financial aid programs that support nursing education.

Financial Aid: ABSN, MSN, and DNP Programs

Through the [Duke University School of Nursing Office of Financial Aid](#), the School of Nursing provides financial aid counseling and resources for both prospective and matriculated students of the Accelerated BSN Program, Master of Science in Nursing Program and Doctor of Nursing Practice Program. The Office of Financial Aid provides these services to both full-time and part-time students, whether their courses are taken on campus or via distance learning.

ACCELERATED BSN: SCHOLARSHIPS AND LOANS

Because commitment to this fast track, full-time program provides students with little time to work while completing their studies, Duke has placed special emphasis upon creating scholarships and identifying loan programs to meet the needs of ABSN students.

Duke University Hospital Tuition Repayment Program

- **ABSN Tuition Reimbursement Program** offers Duke ABSN graduates who work at one of the three Duke hospitals the opportunity to have up to \$49,550 of the tuition paid refunded back to them.

Duke University School of Nursing Scholarships

- **ABSN Need-Based Scholarship** provides ABSN students who demonstrate greatest financial need with a grant of up to \$9,000.
- **Robert Wood Johnson Scholarship** provides \$10,000 to students from underrepresented groups in nursing or disadvantaged backgrounds.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100% tuition funding and is awarded to one student from the School of Nursing selected through a competitive process.

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the MSN program as part of the Yellow Ribbon initiative.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$5,500 per year for ABSN students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of ABSN students, and is a low-interest loan provided through the Department of Education to students enrolled at least half-time.
- **Alternative/ Private Loan Programs** are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

North Carolina State Education Assistance Programs

- **Forgivable Education Loans for Service** provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA Nursing Scholarship Program** provides significant tuition fees and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA Nursing Education Loan Repayment Program** repays up to 85% of the student loan balance of selected applicants in exchange for 2-3 years of service in a nonprofit health care facility.
- **U.S. Public Health Service's SRCOSTEP Program** provides pay and benefits to selected applicants in the final year of full-time academic study in exchange for work for the sponsoring agency as a Commissioned Corps Officer after graduation. The service obligation is equal to twice the time sponsored; that is, for 9 months of financial support, a SRCOSTEP participant commits to 18 months of employment with the division or organization that provided the support.

MASTER OF SCIENCE IN NURSING: SCHOLARSHIPS AND LOANS

Balancing a career, family, and other life commitments while pursuing a graduate degree can be a rewarding, yet challenging endeavor. That's why Duke has created scholarships and identified loan programs to help students afford a high quality Duke graduate education.

Duke University Health System Tuition Assistance Program

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90% of tuition before taxes for up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled

in the MSN Program and meet RNTAP requirements, in return for a continued employment commitment.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides MSN students who demonstrate significant financial need with a grant toward their tuition for up to 6 semesters.
- **MSN (ANP/FNP) Scholarships** provide awards of \$22,000 per year through a HRSA ANEE grant to new and continuing students in the Adult Nurse Practitioner (ANP) and Family Nurse Practitioner (FNP) specialties. For more information and to apply, visit: <http://nursing.duke.edu/financial-aid/anfnpscholarship>.
- **Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100% tuition funding and is awarded to one student from the School of Nursing selected through a competitive process.

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the MSN program as part of the Yellow Ribbon initiative.
- **Tuition Cap.** For active duty military students who have been selected and funded by the military for full-time enrollment in a graduate nursing program, the Duke University School of Nursing will review the military tuition cap (if in effect) for eligible military students. If approved, the military tuition cap is accepted as payment in full with no tuition payment required by the military student through a special scholarship program.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$8,000 per year for MSN students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of MSN students, and is a low-interest loan provided through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loans** allow funds to be borrowed in the name of a graduate or professional student who is enrolled at least halftime in a degree-seeking program.
- **Alternative/ Private Loan Programs** are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.
- **Nurse Faculty Loan Program** assists Nursing Education students enrolled at least half-time with tuition expenses. The program provides forgiveness of up to 85% of the loan for those who work as full-time nursing faculty or instructors for a period of time after graduation.

North Carolina State Education Assistance Program

- **Forgivable Education Loans for Service** provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA National Service Corps. Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for students who agree to work for 2-4 years after graduation in a health profession shortage area.
- **Federal HRSA Nursing Scholarship Program** provides significant tuition, fees, and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA Nursing Education Loan Repayment Program** repays up to 85% of the student loan balance of selected applicants in exchange for 2-3 years of service in a nonprofit health care facility.
- **U.S. Public Health Service's SRCOSTEP Program** provides pay and benefits to selected applicants in the final year of full-time academic study in exchange for work for the sponsoring agency as a Commissioned Corps Officer after graduation. The service obligation is equal to twice the time sponsored; that is, for 9 months of financial support, a SRCOSTEP participant commits to 18 months of employment with the division or organization that provided the support.

DOCTOR OF NURSING PRACTICE: SCHOLARSHIPS AND LOANS

Balancing a career, family, and other life commitments while pursuing a doctoral degree can be a rewarding, yet challenging endeavor. That's why Duke has created scholarships and identified loan programs to help students afford a high quality Duke DNP education.

Duke University Health System Tuition Assistance Program

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90% of tuition before taxes up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled in the DNP Program and meet RNTAP requirements, in return for a continued employment commitment.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides DNP students who demonstrate significant financial need with a grant toward their tuition for up to 6 semesters.
- **Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100% tuition funding and is awarded to one student from the School of Nursing selected through a competitive process.

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the DNP program as part of the Yellow Ribbon initiative.
- **Tuition Cap.** For active duty military students who have been selected and funded by the military for full-time enrollment in a graduate nursing program, the Duke University School of Nursing will review the military tuition cap (if in effect) for eligible military students. If approved, the military tuition cap is accepted as payment in full with no tuition payment required by the military student through a special scholarship program.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$8,000 per year for DNP students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of DNP students, and is a low-interest loan provided through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loans** allow funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree seeking program.
- **Alternative/ Private Loan Programs** are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.
- **Nurse Faculty Loan Program** assists DNP students enrolled at least half-time with tuition expenses. The program provides forgiveness of up to 85% of the loan for those who work as full-time nursing faculty or instructors for a period of time after graduation.
- North Carolina State Education Assistance Program **Forgivable Education Loans for Service** provides financial assistance to qualified students who are committed to working in North Carolina in fields designated as critical employment shortage areas.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA National Service Corps Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for students who agree to work for 2-4 years after graduation in a health profession shortage area.
- **Federal HRSA Nursing Scholarship Program** provides significant tuition, fees, and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA Nursing Education Loan Repayment Program** repays up to 85% of the student loan balance of selected applicants in exchange for 2-3 years of service in a nonprofit health care facility.

Financial Aid: PhD Program

The [PhD Program in Nursing](#) is a program of the Duke University Graduate School, and follows Duke University policies and requirements as described in the annual [Bulletin of the Duke University Graduate School](#). Funding support for PhD students is arranged through the Graduate School and not through the School of Nursing.

All students admitted to the PhD Program in Nursing receive fellowships that pay tuition, stipend, and fees. Full-time study is required.

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

In addition, there are certain scholarship and loan opportunities available to our PhD students.

- **Hartford Foundation Building Academic Geriatric Nursing Capacity Pre-doctoral Scholarship Program.** This pre-doctoral scholarship program is designed to support 2 years of doctoral work for nurses committed to careers in academic geriatric nursing. The program awards a total of \$100,000 (\$50,000 per annum) to each selected pre-doctoral Scholar.
- **Ruth L. Kirschstein National Research Service Awards for Individual Pre-doctoral Fellows in Nursing Research (F31).** This fellowship program provides pre-doctoral training support for students in Nursing. Faculty will assist PhD students in the second semester of nursing doctoral study to develop an NRSA application that proposes an individualized research training program and dissertation research that is consistent with the scientific mission of the National Institute of Nursing Research.
- **Duke University Scholarships.** Duke Graduate School provides additional scholarship opportunities to all Duke University Graduate School students. For more information about Graduate School funding or federal loans, please contact the Graduate School Financial Aid Office: lisa.alfman@duke.edu or tel. (919) 681-3247.

Please consult the *PhD in Nursing Program Graduate Student Handbook for 2012-2013* for additional information about the funding support policy of the PhD Program, or contact the PhD Program Coordinator (revonda.huppert@duke.edu or tel. 919-668-4797).

Financial Aid: Specialized Programs

POST-MASTER'S CERTIFICATE OPTION: FINANCIAL AID

Duke is committed to helping Post-Master's Certificate students afford our high-quality Duke education by identifying financial aid and loan programs.

Duke University Health System Tuition Assistance Program

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90% of tuition before taxes for up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled in the Post-Master's Certificate Option and meet RNTAP requirements, in return for a continued employment commitment.

Loan Programs

- **Federal Stafford Loan Program** is the most common student loan program for funding the education of Post-Master's Certificate students, and is a low-interest loan provided through the Department of Education to students enrolled at least halftime.

- **Alternative/ Private Loan Programs** are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

Federal Sponsored Scholarship and Loan Program

- **Federal HRSA National Service Corps Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for qualified students who agree to work for 2-4 years after graduation in a health profession shortage area.

GRADUATE CERTIFICATE IN HEALTH INFORMATICS: FINANCIAL AID

Duke is committed to helping students afford a high-quality Duke graduate education in this field by identifying financial aid and loan programs.

Duke University Health System Tuition Assistance Program

- Registered Nurse Tuition Assistance Program (RNTAP) funds up to 90% of tuition before taxes for up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled as Graduate Certificate students and meet RNTAP requirements, in return for a continued employment commitment.

Loan Programs

- **Federal Stafford Loan Program** is the most common student loan program for funding the education of Graduate Certificate students, and is a low-interest loan provided through the Department of Education to students enrolled at least halftime.
- **Alternative/ Private Loan Programs** are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

Federal Sponsored Scholarship and Loan Program

- **Federal HRSA National Service Corps Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for qualified students who agree to work for 2-4 years after graduation in a health profession shortage area.

MAKING A DIFFERENCE IN NURSING II (MADIN II) PROGRAM

The Making A Difference in Nursing II (MADIN II) program is a federally funded workforce diversity project aimed at increasing the number of underrepresented minority students (particularly those from economically disadvantaged backgrounds) in nursing.

Each MADIN II Scholar enrolled in the [Summer Socialization to Nursing Pre-Entry program](#) (SSNPP) receives full financial support for travel, housing, food, and cost of program participation, and a modest stipend.

As MADIN II Scholars enter and progress in the Duke ABSN Program, MADIN II's [Succeed to Excellence program](#) (SEP) provides academic and social support and financial assistance (through stipends or scholarships).

For additional information about the MADIN II program, visit the [MADIN II web page](#) or contact madin@dm.duke.edu.

Applying for Financial Aid

ABSN, MSN, AND DNP PROGRAMS

Eligibility

Any Accelerated BSN, Master of Science in Nursing, Graduate Certificate, Post-Master's Certificate, or Doctor of Nursing Practice applicant or current student who is a U.S. citizen or an eligible noncitizen is eligible to apply for financial aid.

Generally, a student is considered an eligible noncitizen if he or she is:

- a U.S. permanent resident with a Permanent Resident Card (I-551);
 - a conditional permanent resident (I-551C);
- or
- the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms paroled for a minimum of one year and status has not expired), or "Cuban-Haitian Entrant."

How To Apply For Financial Aid

Current information about financial aid can be accessed online through the [Financial Aid page](#) of the Duke University School of Nursing Web site. Applicants can also direct specific questions to a Financial Aid Counselor by sending an email to: SON_FINAID@mc.duke.edu.

Instructions on how to apply for financial aid can be accessed online through the Financial Aid section of the Duke University School of Nursing Web site.

Free Application for Federal Student Aid (FAFSA). All students interested in applying for Federal financial aid or Duke University School of Nursing need-based scholarships must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). Applications for FAFSA can be made directly online.

- FAFSA applications must be renewed yearly. Duke University School of Nursing's FAFSA school code is E00162. Renewal financial aid priority deadlines will be communicated to returning students by email each year.
- Priority deadlines for new ABSN students will be communicated through the Duke Days presentation materials and updated in the Financial Aid section of the School of Nursing Web site.

For scholarships and traineeships, additional application and supplemental materials (essay, GRE scores, etc.) may be required. Please review the Financial Aid page of the DUSON web site for additional information.

Duke Employee Programs. Employees of Duke University and Duke University Health System enjoy some of the best educational support benefits in the nation. Some programs are available only to Duke employees who attend, or who graduated from, the Duke School of Nursing. If you are a Duke employee or are considering becoming one in the future, please take a few minutes to explore these programs.

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90% of tuition before taxes for up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled as MSN, Post-Master's, or DNP students in the School of Nursing and meet RNTAP requirements, in return for a continued employment commitment. More information and application can be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Programs** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other

higher education institutions located within North Carolina [Application materials and deadlines](#) may be found on the Duke Human Resources website.

- **DUHS ABSN Tuition Reimbursement Program** offers Duke ABSN graduates the opportunity to have up to \$49,550 of the tuition paid refunded back to them.

PHD PROGRAM

Arrangements for additional financial aid for graduate study in the PhD Program should be made by contacting the Graduate School Financial Aid Officer at lisa.alfman@duke.edu or tel. (919) 681-3247.

Students who have passed the preliminary (admission to PhD candidacy) exam may apply to the Duke University Graduate School for additional sources of funding to support research and writing. Information about Graduate School awards and opportunities for external funding support is provided in the *PhD in Nursing Graduate Student Handbook for 2012-2013*.

POST-MASTER'S CERTIFICATE OPTION AND GRADUATE CERTIFICATE IN HEALTH INFORMATICS

Eligibility

Any Post-Master's Certificate, or Graduate Certificate in Health Informatics applicant or current student who is a U.S. citizen or an eligible noncitizen is eligible to apply for financial aid.

Generally, a student is considered an eligible noncitizen if he or she is:

- a U.S. permanent resident with a Permanent Resident Card (I-551);
- a conditional permanent resident (I-551C);

or

- the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms paroled for a minimum of one year and status has not expired), or "Cuban-Haitian Entrant."

How To Apply For Financial Aid

Current information about financial aid can be accessed online through the [Financial Aid page](#) of the Duke University School of Nursing Web site. Applicants can also direct specific questions to a Financial Aid Counselor by sending an email to: SON_FINAID@mc.duke.edu.

Instructions on how to apply for financial aid can be accessed online through the Financial Aid section of the Duke University School of Nursing Web site.

Free Application for Federal Student Aid (FAFSA). All students interested in applying for Federal financial aid or Duke University School of Nursing need-based scholarships must complete the [Free Application for Federal Student Aid \(FAFSA\)](#). Applications for FAFSA can be made directly online.

- FAFSA applications must be renewed yearly. Duke University School of Nursing's FAFSA school code is E00162.
- Renewal financial aid priority deadlines will be communicated to returning students by email each year.

Duke Employee Programs. Employees of Duke University and Duke University Health System enjoy some of the best educational support benefits in the nation. Some programs are available only to Duke employees who attend, or who graduated from, the Duke School of Nursing. If you are a Duke employee or are considering becoming one in the future, please take a few minutes to explore these programs.

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90% of tuition before taxes for up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled as MSN, Post-Master's, or DNP students in the School of Nursing and meet RNTAP requirements, in return for a continued employment commitment. More information and application can be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Programs** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. [Application materials and deadlines](#) may be found on the Duke Human Resources website.
- **DUHS ABSN Tuition Reimbursement Program** offers Duke ABSN graduates the opportunity to have up to \$49,550 of the tuition paid refunded back to them.

NON-DEGREE STUDENTS

Non-degree students are not eligible for financial aid.

Additional Resources

Additional sources of information pertaining to financial aid are available online, including the following:

- **Foundation and Organization Scholarships.** Some students with unique needs or who meet specific qualifications may find additional scholarship or loan assistance through foundations and other organizations. [A list of these organizations](#) (with contact information included) is available online.
- **Additional Scholarship Search Websites.** Others may find information located on these [additional scholarship search websites](#) helpful.
- **Cost of Attendance Estimates.** [Cost of attendance estimates for the 2012-2013](#) academic year are available online for the ABSN, MSN (separate estimates for standard MSN and CRNA), and DNP programs. These estimates, which include tuition and fees plus estimates for housing, food, transportation and miscellaneous expenses are available for use by applicants for student loans and scholarships.
- **Student Bills and the Bursar's Office.** The [Bursar's Office](#) manages tuition and fee charges and financial aid posted to student accounts, and can assist with billing questions. Students should contact the Bursar's office to inquire about refunds and billing inquiries.

School of Nursing Scholarships

The Duke University School of Nursing awards need-based scholarships for students in the Accelerated BSN, MSN, and DNP Programs. School of Nursing scholarships are not awarded to certificate and non-degree students.

SOURCES OF SCHOOL OF NURSING SCHOLARSHIPS

The School of Nursing receives scholarship funds from a variety of sources and benefactors. These sources are listed individually below. However, all scholarship funds are pooled to ensure that student scholarships can be funded for the duration of the student's eligibility. Students need not apply for a specific scholarship fund. When students complete the [Free Application for Federal Student Aid \(FAFSA\)](#) with the intention of applying for need-based scholarship assistance, they are applying for and are considered for all

scholarships in the pool for which they qualify. The "pool" approach ensures that students will continue to receive scholarship funding regardless of the fund balance in any particular scholarship fund.

Allen Family Nursing Scholarship. This endowed scholarship fund was given to the school by Mr. and Mrs. Fred Allen in honor of their daughter-in-law, Mrs. James H. Allen (Ruth Register), a 1958 graduate of the Duke University School of Nursing. This scholarship provides assistance to worthy students based on merit as well as financial need.

Annie Beery Bieber and Gustave Bieber Scholarship. This endowed scholarship fund was established in 2007 by Annie Bieber to honor the memory of her husband Gus who passed away in 1988. Annie was a School of Nursing alumna from the class of 1938 and her husband was a 1943 Medical School alumnus. Income from the fund will be used for scholarships within the School of Nursing.

The Edward G. and Mary Martin Bowen Scholarship. This endowed fund was established in 2007. Mary Martin Bowen is a member of the School of Nursing Board of Advisors, and Edward G. Bowen is a former member of the Duke University Board of Trustees. Both are Duke graduates. Income from the fund will be used for scholarships within the School of Nursing.

Class of 1954 Scholarship. This endowed fund was established in 1998 by members of the School of Nursing Class of 1954 on the occasion of their 45th reunion. The fund will benefit students based on need.

The Nancy Swan Coll and Peter Coll Scholarship. This endowed fund was established in 1998. Nancy is a valuable member of the School of Nursing Advisory Board, and a member of the School of Nursing class of 1968. Nancy's husband Peter and their daughter are graduates of Duke. The fund benefits graduate nursing students based on need and merit.

Elizabeth Lawrence Duggins Memorial Scholarship. This endowed scholarship fund was established in 2001 by the family of Elizabeth Lawrence Duggins, (N'45) in memory of their wife, mother, and grandmother who was a leader in nursing administration. Mrs. Duggins achieved the top of her profession as a director and vice president of nursing for a 1,500 bed hospital. When she died in 2000 her husband, her daughter Elizabeth Duggins Peloso, E'78, and her son Ray B. Duggins, Jr. T'75, decided to create the scholarship to provide assistance for future nursing leaders and to permanently link Mrs. Duggins with her nursing alma mater.

The W. John and Nancy W. Emerson Scholarship. This fund, established in 2008, was created in memory of Nancy W. Emerson and to build a legacy of appreciation for her family members: Thomas and Zenna Hartsog, Kathryn Hartsog Bennett, Kennedy and Emerson Bennett. Nancy was one of the first volunteers with the nationally recognized Duke Cancer Center Patient Support Program, and a long-time Duke Cancer Center employee. Distributions from the fund will be used for scholarships within the School of Nursing.

Duke Medical School Faculty Wives Scholarship. With proceeds from the Nearly New Shoppe, the Duke Medical School Faculty Wives established a scholarship endowment fund to benefit students in the School of Nursing. Scholarship awards are based on merit and need.

The Bonnie Jones Friedman Endowed Humanitarian Award. This fund was established in 2000 in the honor of School of Nursing faculty member Bonnie Jones Friedman, PhD, by her friends, family and colleagues. Each year a student is selected by the faculty to receive this award. The award recognizes a student who has exemplified superior achievements in the realm of service to the school, the university, the nursing profession (or the community) in improving access to health care and service to the lives of others. The funds can be used by students to offset educational expenses incurred other than tuition.

Helene Fuld Health Trust Scholarships. This endowment was established by the Helene Fuld Health Trust to fund scholarships for Duke University School of Nursing Accelerated BSN students. The Helene Fuld Health Trust, the nation's largest private foundation devoted exclusively to nursing education, was established as the Fuld Foundation in 1935 by Dr. Leonhard Felix Fuld and his sister Florentine in honor of their mother. In 1961, Dr. Fuld designated the focus of the foundation as "the improvement of the health and welfare of student nurses".

Ann Henshaw Gardiner Scholarship. This endowed scholarship was established by the bequest of Miss Gardiner, who was the first full-time faculty member of the Duke University School of Nursing. Scholarships are awarded to students based on scholastic achievement and financial need.

Gorrie Family Scholarship. The Gorrie family has established matching scholarship endowments for both the School of Nursing and the School of Medicine. Dr. Thomas M. Gorrie, a member of the Duke University Board of Trustees, has served on the Board of Directors of the Duke University Health System and has chaired the Board of Visitors of Duke Medical Center.

Pauline Gratz Memorial Scholarship. This endowment was established by Duke University School of Nursing Alumni in memory of Dr. Pauline Gratz, who was a faculty member of the School of Nursing. The scholarship supports students in the School of Nursing.

David Guilfoile Family Scholarship Fund. This scholarship fund, established in 2008 by an anonymous donor, provides unrestricted scholarship support for students within the School of Nursing.

Harrington/McLeod Scholarship Fund. This Scholarship Endowment Fund was established in 2001 by Mr. Charles Harrington and named for him and his special friend Ms. Margaret McLeod (RN 1949). Mr. Harrington enjoyed his connections with the Duke University School of Nursing through Meg. He was a wonderful man who enjoyed life and valued strong nursing education. This fund benefits nursing students based on need and merit.

William Randolph Hearst Nursing Scholarship. The annual income from this scholarship provides merit scholarships for students enrolled in the oncology and family nurse practitioner programs.

Mary Manning Hester Endowment Fund. This endowed fund was established in 1994 by Stedman Hester in memory of his wife Mary. The unrestricted fund supports the Graduate School of Nursing and is used at the discretion of the Dean. The current use of the fund is for student scholarships.

The Trela Christine Holt Scholarship. Established in 2008 by Terry and Virginia Holt in honor of Terry's sister Trela who was a nurse, this fund will be used to provide whole or partial scholarships to students who are enrolled in the School of Nursing at Duke University, with preference given to candidates first from the state of Tennessee and then to those from Illinois.

The Anna L. Hoyns Memorial Scholarship. The endowment for this scholarship was given to the school by Lucille H. Sherman of Forest Hills Gardens, New York, in memory of her mother, Anna L. Hoyns, to be awarded to deserving students.

Laura Kay Hunger Scholarship. Laura Kay Hunger, an alumna of the Duke University School of Nursing, established this scholarship endowment in 2006 to support students in the School of Nursing.

Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program. This groundbreaking national initiative, launched by the Robert Wood Johnson Foundation and the American Association of Colleges of Nursing (AACN), aims to help alleviate the nation's nursing shortage by dramatically expanding the pipeline of students in accelerated nursing programs. The program provides scholarships for entry-level nursing students in accelerated programs. Award preference is given to students from groups underrepresented in nursing or from disadvantaged backgrounds.

Marla Vreeland Jordan Scholarship. This fund was established in 1993 under the will of Ervin R. Vreeland in memory of his daughter, Marla, who graduated in 1960 with a BSN degree. Scholarship awards are based on merit and need.

The Kaiser Permanente Endowed Scholarship. This fund was established at the School of Nursing in 1998. Awards from this fund are made to worthy students based on need.

Helga and Ery W. Kehaya Nursing Scholarship. The endowment for this scholarship was given to the School by Helga and Ery W. Kehaya of Tequesta, Florida, in appreciation of the excellent nursing care provided at Duke University Medical Center. Awards are made to worthy students.

Mary King Kneedler Scholarship. Mary Kneedler (BSN 1936) established this endowed fund in 1998 to honor her experiences as a Duke nursing student and recognize the importance of educating advanced practice nurses. Scholarships are awarded to students based on scholastic achievement and financial need.

Herman and Rose Krebs Scholarship. This endowed fund was established in 1999 by Ralph Snyderman, M.D., Chancellor of Health Affairs at Duke University Medical Center and Judith Krebs Snyderman, RN; Judith's mother Rose Krebs; Judith's sister Laura Krebs Gordon; and Judith's brother David Krebs in honor of Judith's mother and in memory of her father. They chose to establish this fund to support nursing students because they firmly believe that the Duke School of Nursing is uniquely positioned to shape the future of nursing and to prepare a new generation of nursing leaders. In 2002 the fund was designated to award scholarships to benefit qualified minority students from underserved areas.

Margaret Castleberry and William Frank Malone Scholarship. This endowed scholarship was established by Colonel William Frank Malone as a memorial to his wife, Margaret Castleberry Malone, a Duke University School of Nursing alumna, to provide assistance to students in the graduate nursing program, giving consideration to the greatest need.

The Debbie Jones Mordaunt, R.N., Scholarship. This endowed scholarship fund was established in 2007 by Mr. and Mrs. Tom Jones to honor the memory of their daughter Debbie. Debbie was a School of Nursing alumna from the Class of 1975 who died in May, 2005. Income from the fund will be used for scholarships within the School of Nursing.

The William Musham Memorial Scholarship Fund. This endowed scholarship fund was established in 2004 by Bettye Martin Musham and friends to honor the memory of her husband William. Bettye is a School of Nursing graduate from the Class of 1954. Income from this fund will be used to support graduate students in the School of Nursing.

The Linda Odom Scholarship. This endowed fund was established in 2000 by classmates, other friends, and family of Linda Odom Cook in her memory. Linda was a graduate of the School of Nursing Class of 1963 and a Duke Hospital and Duke Clinic nurse throughout her career. The fund will benefit students based on merit and need.

The David A. Schoenholz and Susan Hadam Schoenholz Scholarship. This fund was established in 2008 and will be used to provide scholarships for students in the School of Nursing who are enrolled in the Accelerated Bachelor of Science in Nursing program. Both David and Susan are Duke graduates.

School of Nursing Student Aid Scholarship. This fund was established to provide scholarships to students based on need.

The Dr. Scholl Foundation Scholarship. This scholarship was given in 2007 by the foundation that was established by William M. Scholl, MD. The Dr. Scholl Foundation is dedicated to providing financial assistance to organizations committed to improving the world. Awards are made to students based on merit and need.

Marian Sanford Sealy Scholarship. This endowed fund was established as a memorial to Mrs. Sealy by the Durham-Orange County Medical Auxiliary of Durham, North Carolina. Mrs. Sealy was a student at the Duke University School of Nursing from October 1936 to September 1939. She was a staff nurse at Duke Hospital and the wife of Dr. Will C. Sealy, professor of Thoracic Surgery at Duke University Medical Center. Awards are made to students based on merit.

The William and Ingrid Stevenson Scholarship. This scholarship was established by Constance Gottwald in memory of her parents, William and Ingrid Stevenson. The original endowment was established in 1987 as the Constance Gottwald Endowment to benefit students in the Duke University School of Medicine. In May 2011, the endowment was amended to benefit students within the Duke University School of Nursing.

The Virginia Stone Scholarship. This endowed fund was established in June of 1994 in honor of the late Virginia Stone, Professor Emerita of Nursing. Dr. Stone was the chair of this country's first Master's program in nursing to offer a major in gerontology. She gained a reputation for demanding, expecting, and supporting excellence from others as they pursued academic and clinical challenges. In 1999 the fund was added to by the Dr. Scholl Foundation. Awards from this fund are made to worthy students based on merit as well as financial need.

Teagle Nursing Scholarship. This endowed scholarship was established by The Teagle Foundation, Inc. to support students pursuing the Master's degree in Nursing and Healthcare Leadership.

Emmy Lou Tompkins Scholarship. This endowed fund was established by Emmy Lou Morton Tompkins (Duke University Class of 1936) in appreciation of the education received by her daughter, Boydie C. Girimont, who graduated from the Duke University School of Nursing in 1962. Scholarship awards are based on scholastic achievement.

The Barbara Turner Scholarship. This endowed fund was established in 1998 by Mr. George H. Turner, III in honor of his wife Dr. Barbara S. Turner, Professor of the Duke University School of Nursing, as a gift to her on the occasion of their 27th wedding anniversary. This endowment honors and supports the continued spirit of professional leadership and excellence exemplified by Dr. Turner and the Duke University School of Nursing. Scholarship awards support graduate students and are based on both merit and need.

Lettie Pate Whitehead Foundation Scholarships. These scholarship gifts are proposed each year to the Foundation that was established by Conkey Pate Whitehead in 1946 as a memorial to his mother. Awards are made for the aid and benefit of female students from nine southeastern states: Georgia, North Carolina, South Carolina, Virginia, Louisiana, Mississippi, Alabama, Tennessee, and Florida. In 2003 the Foundation agreed to send additional funds to benefit Accelerated BSN students.

Florence K. Wilson Scholarship. This endowed scholarship was established by the Duke University School of Nursing Alumni in memory of their third dean. Awards are made to worthy students based on need.

Anonymous. The donor, an alumna of the Duke University School of Nursing, established this endowment in 2006 to fund scholarships within the School of Nursing.

Tuition and Fees

Tuition

The information in this section pertains primarily to the tuition and fee structure for the Accelerated BSN, Master of Science in Nursing, Post-Master's Certificate, and Doctor of Nursing Practice programs of the Duke University School of Nursing. Details are available online at the [Tuition and Fees](#) page of the School of Nursing Web site.

Because the PhD Program in Nursing is a program of the Graduate School of Duke University, its tuition and fees follow a different structure, in accordance with Graduate School policy. Prospective and current PhD students will find detailed information about tuition and fees in the [Bulletin of the Duke University Graduate School](#).

TUITION: ABSN, MSN, AND DNP STUDENTS

Tuition costs. For students in the Accelerated BSN, Master of Science in Nursing, Post-Master's Certificate, Graduate Certificate in Health Informatics and Doctor of Nursing Practice programs, tuition is charged on the basis of cost per credit hour.

Current tuition costs for the Duke University School of Nursing (as of Fall Semester 2012) are as follows:

- \$1059 per undergraduate (200-level) credit hour
- \$1358 per graduate (300-level and above) credit hour (tuition for part-time students is calculated at the same rate)

TUITION: PHD PROGRAM IN NURSING

The PhD Program in Nursing is a program of the Duke University Graduate School, and its tuition costs are determined by the Graduate School.

For further information concerning tuition in the PhD Program, please consult the current [Bulletin of the Duke University Graduate School](#), or contact the PhD Program Coordinator (e-mail: revonda.huppert@duke.edu; tel. 919-668-4797).

TUITION: PMC, GRADUATE CERTIFICATE, AND NON-ENROLLED STUDENTS

Tuition Costs. For Post-Master's Certificate, Graduate Certificate in Health Informatics, and Non-Enrolled students, tuition is charged at the graduate rate (\$1358 per credit hour as of Fall semester 2012).



Fees

Following registration, a number of student fees are automatically generated. All fees are subject to change each academic year.

ACADEMIC PROGRAM FEES

Academic Fees: ABSN, MSN, and DNP Degree Programs

Unless otherwise indicated, the fees described below pertain to students in the Accelerated BSN, Master of Science in Nursing, and Doctor of Nursing Practice Programs.

Audit Fee. Audit fees are \$160 per course. Students registered full-time in the Fall and Spring Semesters may audit courses without charge, space permitting. Nursing 332A (Refresher of Diagnostic Reasoning and Physical Assessment in Advanced Practice Nursing) is not available as an audit. Students taking this course must register for 1 graduate credit hour at the rate listed above.

Technology Fee. A \$150.00 per semester fee is assessed for technical support from CITDL.

Continuation of Enrollment Fee. A fee of \$1,358 (equivalent to one graduate credit hour) is assessed if a student cannot complete a clinical course within the required semester and must extend the clinical component of the course into the following semester(s).

Late Registration Fee. A late registration fee of \$25 is charged by Duke University for failure to complete registration during the official registration period.

Transcript Fee. All matriculants (with the exception of non-degree students) pay a one-time fee of \$40. This fee permits all students and alumni to receive official university transcripts to meet their legitimate needs without additional charge, except for special handling such as express mail. Non-degree students pay a \$20 fee each semester for the first two semesters, for a total fee of \$40.

Program Assessment Fee (ABSN only). For Accelerated BSN students, a program fee of \$56 per semester is assessed for each of the four semesters of enrollment.

Standardized Testing/Exam Review Fee (ABSN only). This one-time non-refundable \$425 fee is charged to Accelerated BSN students for the NCLEX exam-prep course and related assessments.

International Cultural Immersion Program Fees. One of these two International Cultural Immersion Program Travel fees will be charged to students who enroll in the applicable course offered in conjunction with the School of Nursing's Office of Global and Community Health Initiatives (OGACHI) which manages student travel abroad for the School. International Fee for International Cultural Immersion Program Travel to African Countries (\$4,300); International Fee for International Cultural Immersion Program Travel to Caribbean Countries (\$2,200).

For additional information about these fees, consult the [Fees](#) page in the Financial Aid section of the Duke University School of Nursing Web site.

Academic Fees: PhD Program

Fees charged to PhD students are determined annually by the Graduate School of Duke University. For details, visit the online summary provided in the [Cost of Attendance page](#) on the Graduate School Web site and the Financial Information section of the [Bulletin of the Duke University Graduate School](#), or contact the PhD Coordinator (revonda.huppert@duke.edu or tel. 919-668-4797).

NON-ACADEMIC FEES

Student Health Fee

ABSN, MSN, and DNP Students. All on-campus enrolled full-time students and part-time degree candidates are assessed a mandatory student health fee each semester. Student health fees are \$300 for each of for the fall and spring semesters, and \$212 for the summer semester. Waivers are available to students who are full-time Duke employees or spouses of Duke employees. The student health fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of [services covered by the student health fee](#) is available online.

PhD Students. Information about student health fees for PhD students is available in the Financial Information section of the [Bulletin of the Duke University Graduate School](#).

Post-Master's Certificate, Graduate Certificate in Health Informatics, and Non-Degree Students. All on-campus students enrolled full-time or part-time are assessed a mandatory student health fee each semester. Student health fees are \$300 for each of for the fall and spring semesters, and \$212 for the summer semester. Waivers are available to students who are full-time Duke employees or spouses of Duke employees. The student health fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of [services covered by the student health fee](#) is available online.

Additional Health Insurance Requirements. Medical insurance is essential to protect against the high cost of medication, unexpected illnesses, and injuries which would require hospitalization, surgery, or the services of specialists outside the Duke Student Health Center.

Duke University requires that all students enrolled in programs that require payment of the health fee must have adequate medical insurance. Adequate means that the benefits must be similar to those offered by the [Duke Student Medical Insurance Plan](#) (SMIP). For international students who hold a J-1 or F-1 visa, participation in the Duke Student Medical Insurance Plan is mandatory.

Parking Fee. Students who are not Duke employees must use designated parking and must pay the annual fee determined by the University. (Students registering a vehicle after January 1 pay a prorated fee.)

At the beginning of the Fall semester, each student parking a motor vehicle on campus must register the vehicle and select a parking option at the office of Duke University Parking and Transportation Services. At the time of registration of a motor vehicle, the state vehicle registration certificate, a valid driver's license, and a student identification card must be presented. For more information, call the Parking Office at (919) 684-7275 or consult the [Duke University Parking and Transportation](#) Web site.

Graduate Student Activity Fee. A fee of \$16.25 for Fall and Spring semesters charged to the student's Bursar account. provides full-year membership in the [Graduate and Professional Student Council](#). This fee is charged to students enrolled in the ABSN, MSN, and DNP Programs and also to Post-Master's Certificate Option and Graduate Certificate in Health Informatics students. This activity fee is not charged to PhD students because it is now included in the PhD Program package.

Recreation Fee. Graduate and professional students are charged a recreation fee of \$64.00 for each semester (Fall, Spring, Summer) to utilize on-campus recreation facilities, including the Brodie Recreation Center on West Campus and the Wilson Recreation Center on East Campus, tennis courts, and other Duke recreational facilities. This recreation fee is required for students in the Duke University School of Nursing ABSN Program, but optional

for students in the MSN and DNP programs and for Post-Master's Certificate Option and Graduate Certificate in Health Informatics students.

Per the policy of the Graduate School of Duke University, the recreation fee pertains to all students in the PhD Program in Nursing and is funded by their financial package.

Payment of Accounts

Tuition and fees are due and payable at the times specified by the University for each semester, and are subject to change without notice. All students are required to pay all statements as presented. If full payment is not received by the due date, a late payment charge of 1.25 percent of the amount past due will be assessed on the next statement. Failure to receive a statement does not warrant exemption from the payment of tuition and fees, nor from the penalties and restrictions. Non-registered students will be required to make payment for tuition, fees, required deposits, and any past due balance at the time of registration. A student in default will not be allowed to register for future semesters, to receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school and have the account referred to a collection agency and/or credit bureau. For more information, please visit the [Bursar's office website](#).

Refunds

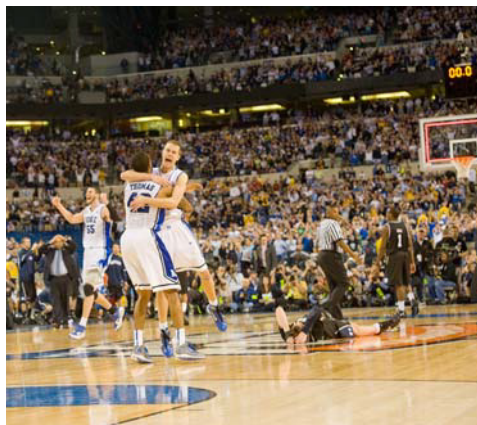
For students who withdraw from the School of Nursing or are withdrawn by the University during the semester, refunds of tuition and fees are governed by the following policy:

1. In the event of death, tuition and fees will be fully refunded to the estate of the deceased.
2. In all other cases of withdrawal from the university, students may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:
 - a. Withdrawal before classes start: full refund;
 - b. Withdrawal during the first or second week of classes: 80 percent refund (the student health fee will not be refunded);
 - c. Withdrawal during the third, fourth, or fifth week of classes: 60 percent refund (the student health fee will not be refunded);
 - d. Withdrawal during the sixth week of classes: 20 percent refund (the student health fee will not be refunded);
 - e. Withdrawal after six weeks: no refund.
3. Tuition charges paid from grants, scholarships, or loans will be restored to those funds on the same pro-rata basis and will not be refunded or carried forward.

Student Life

STUDENT GOVERNMENT

Duke University School of Nursing Student Council. The [Duke University School of Nursing Student Council](#) is the governing body for all students in the school, and is comprised of elected officers and class representatives. Its sole purpose is to serve the students' educational and professional needs and provide a formal structure for student participation in a wide variety of events within the School. Activities include submitting information to the student list-serv covering local events and opportunities of interest to students, co-sponsoring events at Duke with other organizations, (i.e., Duke University and Duke Medicine organizations, the local chapter of Sigma Theta Tau, and the Duke University School of Nursing Alumni Association).



The Student Council enhances students' educational experience by increasing awareness of resources and student services, encouraging student involvement in DUSON activities, and sponsoring events throughout the school year, including alumni and student socials, service projects, and career planning events.

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

School of Nursing students receive full Duke University Union privileges via the GPSC (Graduate and Professional Student Council) activity fee (\$16.25 per semester). DUU privileges include free admission to Freewater films and Major Speakers Presentations, discounts on Major Attractions concerts, tickets to other cultural events, and Craft Center privileges.

SCHOOL OF NURSING ASSOCIATIONS

Sigma Theta Tau. In the spring of 1972 the Beta Epsilon Chapter of the [Sigma Theta Tau International Honor Society of Nursing](#), was established at Duke with a charter membership of 100 students, faculty, and alumni. Sigma Theta Tau is the only international honor society for nursing and is a member of the Association of College Honor Societies. The first chapter was established in 1922. The society recognizes achievement of superior quality, fosters high professional standards, encourages creative work, recognizes the

development of leadership qualities, and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is a scholarly professional organization that promotes the best in nursing.

Duke University School of Nursing students who meet the criteria for membership in Sigma Theta Tau are eligible for induction into the Beta Epsilon Chapter. The induction ceremony is held once a year in the fall.

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

Duke Student Registered Nurse Anesthetist (SNRA) Association. The [Duke SRNA Association](#) works to enable collaboration between students and community members that have an interest in advancing the profession of the Certified Registered Nurse Anesthetist (CRNA). Its purposes are: to advocate for and encourage good fellowship among students; to foster unity and facilitate communication among faculty, staff, and students in the Duke University School of Nursing Nurse Anesthesia Program; to instill appreciation for the necessity of continuous professional growth as a future CRNA (Certified Registered Nurse Anesthetist); and to assist non-profit organizations by donating time and/or financial assistance for the good of the community.

ALUMNI ASSOCIATIONS

Duke Alumni Association. Operating from the Alumni House at 614 Chapel Drive, the [Duke Alumni Association](#), through its affiliate groups such as local clubs, classes, and school and college alumni associations, links over 85,000 members with the university and one another. The alumni office staff coordinates educational, cultural and social activities; provides avenues for involvement in university affairs; and promotes loyalty and esprit de corps throughout the Duke community. All alumni are automatically members of the Alumni Association. An active alumnus is one for whom a current mailing address is on file; a contributing member is one who pays annual dues and becomes involved in class, club, and other alumni activities. The Alumni Association sponsors many university-wide programs and services. Included among these are student programs, off-campus and on-campus gatherings, *Duke Magazine*, recognition and awards programs, and travel and continuing education opportunities.

The Duke University School of Nursing Alumni Association. The [Duke School of Nursing Alumni Association](#) (DUSON-AA) is an affiliate of the Duke Alumni Association. The mission of the Duke University School of Nursing Alumni Association, through its volunteer structure, is to build the institution through leadership, philanthropic support and service to the school. Members participate in current initiatives, foster communication regarding DUSON activities, priorities, and intellectual resources to

external and internal constituents, support students' education and professional development, and initiate and develop opportunities for interaction between DUSON, Duke University, students and alumni. The School of Nursing Alumni Association also sponsors regional events and Reunion Weekend events (receptions, annual presentation of recognition and awards, networking opportunities).

The Development and Alumni Affairs administrative office of the School of Nursing, housed within the Office of External Affairs, encourages alumni to maintain contact with the School of Nursing, with their classmates, and with currently enrolled students. The office also provides opportunities for alumni to inform their classmates about changes in their lives and careers by sending information for publication in the class notes section of the annual newsletter.

STUDENT AFFAIRS AND CAMPUS LIFE

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

- The [Center for Lesbian, Gay, Bisexual, and Transgender Life](#) provides education, advocacy, support, and space for lesbian, gay, bisexual, transgender, questioning, and straight-allied students, staff, and faculty at Duke, alumni/ae and community members.
- The [Center for Multicultural Affairs](#) provides support services for students of color and cultural communities, and offers educational opportunities and resources in the areas of diversity and multicultural education to the campus at-large.
- The [International House](#) (Ihouse) assists internationals and their families with orientation and acclimation; enhances cross-cultural interaction through programming and community outreach; and provides advocacy and support for the Duke international community.
- [Jewish Life at Duke](#), a pluralistic community expressing the full spectrum of Jewish identity through social, cultural, educational, religious, and social action/community service programs, often works with and co-sponsors events with other campus organizations.
- [Muslim Life at Duke](#) works with the Muslim Students Association to facilitate Muslim life on campus by supporting religious needs and interests of Muslim students and sponsoring educational, social, and artistic events and community service activities.
- The [Mary Lou Williams Center for Black Culture](#) fosters appreciation for and increases knowledge of the peoples, histories, and cultures of the African Diaspora and its many contributions to the world, through lectures, arts programming (performances and exhibitions) and informal gatherings.
- The [Women's Center](#) provides education to the Duke community about gender-related issues, offering information, advocacy, technical assistance, referrals, support, and programming addressing matters of particular concern to women. The Women's Center promotes a safe and healthy campus climate that is respectful of all people.

The Duke Center for Civic Engagement (DCCE) facilitates participation in civic engagement at and beyond Duke, and serves as a catalyst for creative, collaborative partnerships linking Duke University with the wider Durham community. Its DCCE–

Durham Programs office (formerly the Community Service Center) serves as a clearinghouse for local volunteer and service opportunities for students. DCCE oversees the [DukeEngage](#) program, which places students in local, national, and international immersive summer internship programs that expose students to social, economic, cultural, and environmental issues.

ATHLETICS AND RECREATION

Sports. Duke University, a member of the Atlantic Coast Conference (ACC), fields teams in 26 NCAA Division I varsity sports. Men's intercollegiate sports include baseball, basketball, cross country, fencing, football, golf, lacrosse, soccer, swimming and diving, tennis, track and field, and wrestling. Women's intercollegiate sports include basketball, cross country, fencing, field hockey, golf, lacrosse, rowing, soccer, swimming and diving, tennis, track and field, and volleyball. Schedules for all intercollegiate sports are posted on [GoDuke.com](#), the official athletics Web site of Duke University. Graduate and professional students can attend most intercollegiate sports events without charge (student ID required), with the exception of men's basketball games. A limited number of season tickets to men's basketball games is allocated each year to graduate and professional students, and eligibility to purchase these tickets is determined each September through the [Graduate and Professional Student Council Basketball \(GPSC\) Ticket Campout](#). All students who complete the campout weekend without missing two attendance checks are entered in a lottery, and each lottery winner is allowed to buy one season ticket. If the section reserved for undergraduates has not been filled, graduate and professional students without season ticket cards may be admitted to men's basketball games free of charge a few minutes before game time (student ID required). Graduate and professional students may attend women's basketball games free of charge (student ID required), although ticket availability may be limited for certain games.

Intramural and Club Sports. The Department of Health, Physical Education, and Recreation provides many opportunities for undergraduate, graduate, and professional students to participate in intramural sports and club sports.

Recreational Facilities. A \$34/semester recreation fee gives graduate and professional students the opportunity to use a wide variety of campus recreational facilities including three gymnasiums (including the Brenda and Keith Brodie Recreation Center on West Campus and the Wilson Recreation Center on East Campus), tennis courts and indoor swimming pools on both East and West Campuses, weight training rooms, squash and racquetball courts, outdoor handball and basketball courts, an all-weather track, and numerous playing fields. Payment of the recreation fee is required for students in the ABSN and PhD Programs and optional for students in the other programs of the Duke University School of Nursing.

INTERDISCIPLINARY CENTERS OF INTEREST

The [John Hope Franklin Center](#) for Interdisciplinary and International Studies is a unique consortium of 18 Duke programs in the humanities and social sciences, based in a facility providing interactive multimedia project space supporting the use of advanced technology in education and research. The Center includes classrooms, meeting rooms, a formal exhibition gallery, and an experimental gallery for multimedia installations and non-conventional exhibits. The Franklin Center provides opportunities for scholars, artists and community members to engage in public discourse and interdisciplinary research on intellectual issues such as race, social equity, and globalization, and sponsors dialogues

and exchanges on subjects where these issues intersect (including global health and medical issues).

The [Center for Documentary Studies at Duke University](#) (CDS) provides education and engagement in collaborative documentary work at Duke and in the surrounding community. CDS documentary studies are based on extended fieldwork using photography, film/video, audio, and narrative writing, and balance community goals and individual artistic expression. CDS promotes and displays documentary work to regional, national, and international audiences. Multimedia documentary exhibits are on display in several galleries within the DCS facility and online.

The [Duke Lemur Center](#), located on 85 acres within the Duke Forest is the world's largest sanctuary for rare and endangered prosimian primates. The facility houses about 250 animals, including 15 species of lemurs. The Lemur Center embodies a holistic approach to conservation of prosimians and their natural habitat through international collaboration, research, and scholarship. [Tours of the Lemur Center](#) can be arranged by appointment.

THE ARTS AT DUKE

Online Calendars

The Duke University and Durham Community online calendars provide information about dates, times, and locations for campus and community events respectively. These calendars feature events of all types and provide comprehensive coverage of local arts programming.

- [Events@Duke](#), the online events calendar for Duke University which provides date, time, and location for campus events of all types. Click on the Arts calendar view for information about musical, dance, and theater performances, readings, master classes, film/movies, and visual arts exhibits.
- The [Durham Event Calendar](#) includes sections that list musical, dance, theatrical, and film events, literary events (readings, poetry) and visual arts exhibitions in the Durham area, within and beyond Duke University.

Performing Arts

Performing arts and cultural events at Duke University are sponsored by a variety of University and student-led organizations and academic departments, including (but not limited to) those listed below:

Duke University academic departments and programs that sponsor programming in the performing arts include:

- The [Department of Music](#) sponsors performances by the Duke Chorale, Duke Collegium Musicum, Duke Djembe and Afro-Cuban Percussion Ensemble, Duke New Music Ensemble, Duke Jazz Ensemble and Jazz Combos, Duke Opera Workshop, Duke Symphony Orchestra, and Duke Wind Symphony. These ensembles are all open to members of the University community by audition. Links to Web sites for each of these ensembles can be accessed through the [Department of Music Performances and Events](#) Web page. The Department of Music also sponsors solo and chamber music performances by Duke faculty and students and by visiting musicians.
- The [Department of Theater Studies](#) programming includes performances by the [Duke Players](#) (theatrical performances featuring Duke students) and [Theater Previews at Duke](#).

- The [Duke Dance Program](#) features master classes, residencies, and performances by visiting artists and sponsors dance performances by Duke faculty and students.
- The [Arts of the Moving Image Program](#), which offers interdisciplinary studies in production, history, and critical analysis of film, television, animation, and computer-generated media, sponsors the [Screen/Society](#) film and video series.

Duke Performances. Performances provides cultural programming through a number of series covering the full range of the performing arts (both traditional and nontraditional) from diverse cultures. Programming includes ongoing classical series (Duke Artists Series, Chamber Arts Society, Piano Recital Series, Ciompi Quartet) and several unique themed series each year which may include jazz, roots, folk, and/or world music, dance, theater, and interdisciplinary performances. Links to all of these series can be accessed through the [Duke Performances](#) Web page.

Duke University Union (DUU) is a student-run umbrella organization responsible for a variety of campus programming initiatives, including: Cable13 (student-run television station); Campus Concert Series (performances by local/regional musical ensembles); Duke Coffeehouse (diverse local arts programming); Freewater Presentations (multiple film series including mainstream, independent and foreign, documentary and classic films); Freewater Productions (student-run film/video production); Jazz at the Mary Lou (weekly jazz performances by university and local musicians at the Mary Lou Williams Center for Black Culture); Major Attractions (major musical acts from a wide array of genres, emphasizing on popular artists and bands); Small Town Records (student-run record label supporting Duke University student artists); Speakers and Stage (professional touring productions of drama and comedy, speakers, and music); Visual Arts (arranging art exhibitions in several campus galleries); and WXDU (student-run FM radio station). Links to Web sites for DUU-sponsored programs can be accessed through the [Duke University Union](#) Web page.

The [Duke Chapel Choir](#) is the 130-voice resident choir for Sunday services at Duke Chapel. Annual performances of Handel's "Messiah" each December are a long-standing Duke tradition.

Student-run performing arts organizations independent of the Duke University Union include dance organizations, theater and comedy groups, and vocal ensembles. The lists below represent only a sample of the wide variety of student-led performing arts organizations at Duke University:

- **Dance organizations:** Dance Black, Dance Slam, Defining Movement, Duke Chinese Dance Troupe, Duke Dhamaka, On Tap, Precision Step team, Sabrosura Latin Dance Troupe.
- **Theater and comedy groups:** Hoof'n'Horn (musical theater), Karamu Drama Group (African American/ethnically diverse theater), Duke University Improv (improvisational comedy).
- **Vocal ensembles:** United in Praise (gospel choir); a capella ensembles (mixed: Rhythm & Blue, Something Borrowed, Something Blue; men's: The Pitchforks, Speak of the Devil; women's: Deja Blue, Lady Blue, Out of the Blue.

The [American Dance Festival](#) (ADF), an independent arts organization headquartered in Durham since 1977, presents a six-week program each summer on the Duke University campus. This program provides professional training for dancers, choreographers, and teachers, and it features classes, residencies, and performances by major established companies and emerging artists from around the world.

Visual Arts

The [Nasher Museum of Art](#) at Duke University, designed by architect Rafael Viñoly, includes gallery space for both visiting art exhibitions and ongoing displays from the permanent collection (which is particularly strong in medieval and Renaissance art, African art, ancient American/pre-Columbian art, and Classical Greek and Roman antiquities, with a developing focus on modern and contemporary art). The museum building includes meeting spaces, auditorium, classrooms, and a café, enabling it to host performances, lectures, films, and social events fostering multidisciplinary learning in the visual arts. Admission is free to Duke students, faculty, staff and Durham residents, although tickets must be purchased for some special exhibitions.

The [Department of Art, Art History, and Visual Studies](#) supports residencies by visiting artists, and provides space for the creation of visual, digital, and multimedia art in the Arts, Culture, and Technology Studios of the Smith Warehouse on Buchanan Street.

DUKE LANDMARKS

[Duke Chapel](#), one of the most widely recognized symbols of Duke University, is at the center of the Gothic West Campus. Built in 1932, the chapel is dominated by a 210-foot tower housing a 50-bell carillon. Other outstanding features include 77 stained-glass windows and three exceptional pipe organs. Ecumenical worship services with music by the Chapel Choir are held every Sunday at 11:00 am. The Chapel hosts a wide variety of musical performances by university, community, and visiting artists. Duke Chapel is open to visitors from 8:00 am to 10:00 pm during the academic year and from 8:00 am-8:00 p.m. during the summer, except during services. The Dean of the Chapel and the Director of Religious Life collaborate with campus ministers and staff representing Protestant, Roman Catholic, Orthodox, Jewish, Muslim, Hindu, Buddhist and other faith communities and other groups in a multifaceted ministry that can respond to the plurality of religious interests on campus.

[Duke Forest](#) includes multiple tracts in Durham, Orange, and Alamance counties, with a total area of over 7000 acres. Duke Forest is managed for multiple uses, including education and research in environmental sciences, ecology, and forestry, protection of wildlife and rare plant species, and demonstration of timber management practices. Limited public recreational use of Duke Forest (hiking, bicycling, horseback riding, fishing, nature study, and picnicking) is permitted, provided that it does not conflict with teaching and research projects. Group activities must be approved in advance.

The [Sarah P. Duke Gardens](#) include 55 acres of landscaped and woodland gardens within easy walking distance of the School of Nursing. The Gardens, open without charge to the public daily from 8:00 am to dusk, attract over 300,000 visitors each year. Highlights include the Terrace Gardens with their seasonal displays of annuals, perennials, and flowering trees; the H.L. Blomquist Garden, which features plants native to the southeastern United States; the Culberson Asiatic Arboretum with exceptional plantings of eastern Asian trees, shrubs, and flowers, and the Doris Duke Center gardens. An [interactive map](#) of the gardens is available online. The Doris Duke Center provides 12,000 square feet of space for educational and garden events, meetings, receptions and catered events.

Standards of Conduct

Duke University expects and requires of all its students cooperation in developing and maintaining high standards of scholarship and conduct.

Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must also be observed. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.

The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or that, from time to time, are put into effect by the appropriate authorities of the university. Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations and acknowledge the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations or for conduct judged unsatisfactory or detrimental to the university. University authorities will take action in accordance with due process.

The expectations for Duke School of Nursing School of Nursing students are delineated in the [Personal Integrity Policy for Duke University School of Nursing Students](#) on the School of Nursing website.



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