
bulletin of

Duke University

2006-2007

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.

bulletin of

Duke University
2006-2007

School of Nursing

EDITOR
Mary Champagne
COORDINATING EDITOR
Judith Smith
PRODUCTION COODINATOR
Rob Hirtz
BULLETIN COORDINATOR
Bebe Mills
PHOTOGRAPHS
Judith K. Carter
Les Todd
Butch Usery
Bruce Feeley
Chris Hildreth

The information in this bulletin applies to the academic years 2006-2007 and is accurate and current, to the extent possible, as of September, 2006. 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 6842823 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 (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award baccalaureates, masters, doctorates, and professional degrees.

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Our goal at the Duke University School of Nursing is to provide leadership in the health care of people. Since the foundation of the school in 1930, Duke has prepared outstanding clinicians, educators, and researchers. We are continuing that tradition. Drawing on the unparalleled intellectual and clinical resources of both Duke University Health System and Duke University, we offer a Ph.D. in Nursing, Master of Science in Nursing that balances education, practice, and research and an Accelerated Bachelor of Science in Nursing Program for individuals who hold a bachelors degree in another field. Faculty work closely with students to challenge and nurture them; students not only practice with state-of-the-art science and technology in a leading healthcare system, they also have opportunities to work in rural and under-served areas. The program prepares nurses with advanced training in the areas of greatest need for tomorrow. At Duke, we are developing nursing leaders for the future.

Duke School of Nursing Academic Calendar 2006-2007

Summer 2006

May

16 Tuesday, Orientation New Students
18 Thursday, Summer classes begins
29 Monday, Memorial Day, Classes in Session
31 Wednesday, Drop/Add Ends

June

14 Last day to withdraw WP or WF

July

4 Tuesday, Independence Day, Classes in Session

August

9 Wednesday, SON Summer 2006 Classes end
11 Friday, Final examinations begin
12 Saturday, Final examinations end

Fall 2006

August

22-24 Accelerated BSN Orientation (Tuesday n Thursday)
22 Tuesday, New graduate student orientation
23 Wednesday, 4:00 pm Convocation
28 Monday, Fall 2006 classes begin; Drop/Add continues

September

4 Monday, Labor Day, Classes in Session
8 Friday, 5:00 p.m., Drop/Add ends

October

1 Sunday, Founders' Day
6 Friday, 7:00 p.m. Fall break begins
11 Wednesday, 8:00 a.m. Classes resume

November

1 Wednesday, Registration beings for Spring Semester, 2007
15 Wednesday, Registration ends for Spring Semester, 2007
16 Thursday, Drop/Add begins
21 Tuesday, 10:30 p.m. Thanksgiving recess begins
27 Monday, Classes resume

December

1 Wednesday, Graduate Classes end
8 Friday, ABSN classes end

9 ABSN Pinning Ceremony
11 Monday, Final examinations begin
17 Sunday, Final examinations end

Spring 2007

January

8 Monday, New Graduate Student Orientation
10 Wednesday, Spring Semester begins: ALL classes normally meeting
on Mondays meet on this Wednesday only; Wednesday ONLY
classes begin Wednesday, January 17; Drop/Add continues
15 Monday, Martin Luther King, Jr. Day holiday: classes are
rescheduled on Wednesday, January 10
24 Wednesday, 5:00 p.m., Drop/Add ends

February

26 Registration begins for Summer Semester 2007

March

9 Friday, 7:00 p.m. Spring recess begins
19 Monday, Classes resume

April

4 Wednesday, Registration begins for Fall semester 2007; Summer
2007 registration continues
13 Friday, Registration ends for Fall Semester 2007; Summer Semester
2007
registration continues
14 Saturday, Drop/Add begins
18 Wednesday, Graduate Classes end
25 Wednesday, ABSN classes end
30 Monday, Final examinations begin

May

5 Saturday, 10:00 p.m. Final examinations end
11 Friday, Commencement begins
13 Sunday, Graduation exercises; conferring of degrees and School of
Nursing Hooding and Recognition Ceremony

Summer 2007

May

15 Tuesday, Orientation New Students
17 Thursday, Summer classes begins
28 Monday, Memorial Day, Classes in Session
30 Wednesday, Drop/Add Ends

June

13 Last day to withdraw WP or WF

July

4 Wednesday, Independence Day, Classes in Session

August

8 Wednesday, SON Summer Classes end

10 Friday, Final examinations begin

11 Saturday, Final examinations end

Refer to website for up-to-date calendar information:

<http://www.nursing.duke.edu>

University Administration

GENERAL ADMINISTRATION

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Victor J. Dzau, M.D., *Chancellor for Health Affairs; and President and Chief Executive Officer, Duke University Health System, Inc.*
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Thruston B. Morton III, B.A., *President of Duke Management Company*
Tallman Trask III, M.B.A., Ph.D., *Executive Vice-President*
Peter C. Agre, M.D., *Vice-Chancellor for Science and Technology*
Joseph L. Alleva, M.B.A., *Director of Athletics*
Pamela Bernard, J.D., *University Counsel*
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Robert M. Califf, M.D., *Vice-Chancellor for Clinical Research*
H. Clint Davidson, Jr., M.B.A., *Vice-President for Human Resources*
Kemel Dawkins, B.A., *Vice-President for Campus Services*
Tracy Futhey, M.S., *Vice-President for Information Technology and Chief Information Officer*
Catherine Lynch Gilliss, D.N.Sc., *Vice-Chancellor for Nursing Affairs and Dean of the School of Nursing*
N. Allison Haltom, A.B., *Vice-President and University Secretary*
B. Hofler Milam, M.B.A., *Vice-President for Finance*
Larry Moneta, Ed.D., *Vice-President for Student Affairs*
Molly K. O'Neill, M.S.H.A., *Vice-Chancellor for Medical Center Integrated Planning; and Vice-President for Business Development and Chief Strategic Planning Officer, Duke University Health System, Inc.*
Benjamin D. Reese, Jr., Psy.D., *Vice-President for Institutional Equity*
James S. Roberts, Ph.D., *Executive Vice-Provost for Finance and Administration*
Robert S. Shepard, Ph.D., *Vice-President for Alumni Affairs and Development*
Robert L. Taber, Ph.D., *Vice-Chancellor for Corporate and Venture Development*
Samuel M. Wells, Ph.D., *Dean of the Chapel*
Huntington F. Willard, Ph.D., *Vice-Chancellor for Genome Sciences and Director of the Institute for Genome Sciences and Policy*
Gordon D. Williams, B.A., *Executive Vice-Dean and Chief Operating Officer, School of Medicine and Vice-Chancellor for Operations, Duke University Health System, Inc.*
R. Sanders Williams, M.D., *Vice-Chancellor for Academic Affairs and Dean of the School of Medicine*

Health System and Medical Center Administration

Victor J. Dzau, M.D., *Chancellor for Health Affairs, and President and Chief Executive Officer, Duke University Health System*
William J. Fulkerson, Jr., M.D., *CEO, Duke University Hospital and Vice-President for Acute Care Division, Duke University Health System*
Kenneth C. Morris, *Vice-President and Chief Financial Officer, Duke University Health System*
Molly K. O'Neill, M.S.H.A., *Vice-President for Business Development, Duke University Health System, Inc.; Chief Strategic Planning Officer; and Vice-Chancellor for Medical Center Integrated Planning*
Asif Ahmad, M.B.A., *Vice-President and Chief Information Officer, Duke University Health System and Duke University Medical Center*
Michael Cuffe, M.D., *Vice-President for Medical Affairs, Duke University Health System*
Paul Newman, M.H.A., *Vice-President for Ambulatory Care Division, Duke University Health System*
R. Sanders Williams, M.D., *Dean, School of Medicine and Vice-Chancellor for Academic Affairs*
Catherine Lynch Gilliss, R.N., D.N.Sc., FAAN, *Dean of the School of Nursing and Vice-Chancellor for Nursing Affairs*
Mary Ann Fuchs, R.N., M.S.N., *Chief Nursing Officer, Duke University Hospital, Duke University Health System*
Robert L. Taber, Ph.D., *Vice-Chancellor, Science and Technology Development*
Gordon D. Williams, B.A., *Vice-Chancellor for Operations and Vice-President for Administration, Duke University Health System*
Huntington F. Willard, Ph.D., *Vice-Chancellor for Genome Sciences*
Peter C. Agre, M.D., *Vice-Chancellor for Science and Technology*
Robert M. Califf, M.D., *Vice-Chancellor for Clinical Research*
Dorothy Williams, *Acting Vice-Chancellor for Development and Alumni Affairs*

School of Nursing Administration

Catherine Lynch Gilliss, R.N., D.N.Sc., FAAN, *Dean of the School of Nursing and Vice-Chancellor for Nursing Affairs*

Crystal Arthur, B.A., *Executive Assistant to the Dean*

David S. Bowersox, M.B.A., *Associate Dean for Business and Finance*

Mary Champagne, R.N., Ph.D., *Interim Associate Dean for Academic Affairs*

Elizabeth Clipp, R.N., Ph.D., *Associate Dean for Research Affairs*

Helen K. Poole, B.S.N., M.P.H., *Executive Director for External Affairs*

Bebe Mills, B.A., *Director, Office of Admissions and Student Services*

School of Nursing Program Chairs

Judith Hays, R.N., Ph.D., *Accelerated BSN*

Brenda M. Nevidjon, R.N., M.S.N., FAAN, *Masters Program*

Ruth Anderson, Ph.D., R.N., FAAN, *Doctoral Program*

School of Nursing Faculty

Ruth A. Anderson, R.N., Ph.D., FAAN, University of Texas at Austin, 1987, *Doctoral Program Chair, Professor*

Donald Bailey, R.N., Ph.D., University of North Carolina at Chapel Hill, 2002, *Assistant Professor*

Julie V. Barroso, R.N., Ph.D., ANP, CS, University of Texas at Austin, 1993, *Associate Professor*

Jane Blood-Siegfried, R.N., D.N.Sc., P.N.P., University of California at Los Angeles, 1995, *Assistant Clinical Professor*

Margaret Bowers, R.N., M.S.N., F.N.P. Duke University, 1990, *Assistant Clinical Professor*

Wanda T. Bradshaw, R.N., M.S.N., P.N.P., N.N.P., Duke University, 1996, *Assistant Clinical Professor*

Debra Brandon, R.N., Ph.D., University of North Carolina at Chapel Hill, 2000, *Assistant Professor*

Mary T. Champagne, R.N., Ph.D., FAAN, University of Texas at Austin, 1981, *Associate Professor, Interim Associate Dean for Academic Affairs*

Elizabeth Clipp, R.N., Ph.D., Cornell University, 1984, *Associate Dean, Research Affairs, Professor*

Kirsten Corazzini, Ph.D., University of Massachusetts Boston, 2000, *Assistant Professor*

Diane Holdtich-Davis, R.N., Ph.D., FAAN, University of Connecticut, 1985, *Professor*

Linda Davis, R.N., Ph.D., University of Maryland 1984, *Professor*

Susan Denman, R.N., Ph.D., F.N.P., University of North Carolina at Chapel Hill, 1996, *Assistant Professor*

Wendy Demark-Wahnefried, R.D., L.D.N., Ph.D., Syracuse University, 1988, *Professor*

Sharron Docherty, R.N., Ph.D., University of North Carolina at Chapel Hill, 1999, *Assistant Professor*

Anthony T. Dren, Ph.D., University of Michigan, 1966, *Consulting Professor*

Pamela B. Edwards., R.N., Ed.D., North Carolina State University, *Associate Consulting Professor*

Catherine Lynch Gilliss, R.N., D.N.Sc., FAAN, *Dean of the School of Nursing and Vice-Chancellor for Nursing Affairs*

Linda K. Goodwin, R.N., Ph.D., University of Kansas, 1992, *Associate Professor*

Helen Gordon, R.N. M.S., C.N.M., University of Utah, 1978, *Assistant Clinical Professor*

Judith C. Hays, R.N., Ph.D., Yale School of Medicine, *Accelerated BSN Program Chair, Associate Professor*

Sharon Hawks, R.N., CRNA, M.S.N., University of North Carolina at Greensboro, 1993, *Assistant Professor*

Cristina Hendrix, R.N., Ph.D., Louisiana State University, 2001, *Assistant Professor*

Elizabeth Hill, R.N., D.N.Sc., Catholic University of America, 1993, *Assistant Professor*

Constance Johnson, R.N., Ph.D., University of Texas Health Science Center, 2003, *Assistant Professor*

Lawrence Richard Landerman, Ph.D., Duke University, 1979, *Associate Research Professor*

Holly Lieder, R.N., M.S.N., C.P.N.P., Duke University, 2000, *Assistant Clinical Professor*

Kelly Lochmuller, R.N., C.R.N.A., M.S.N., University of Pittsburgh, 2003, *Instructor*

Marcia S. Lorimer, R.N., M.S.N., P.N.P., University of Virginia, 1988, *Assistant Clinical Professor*

Michelle Martin, R.N., Ph.D., Case Western Reserve, 2001, *Assistant Professor*

Eleanor McConnell, R.N., Ph.D., University of North Carolina at Chapel Hill, 1995, *Associate Professor*

Janice Collins-McNeil, Ph.D., University of Tennessee Health Science Center, 2005, *Assistant Research Professor*

Brenda M. Nevidjon, R.N., M.S.N., FAAN, University of North Carolina at Chapel Hill, 1978, *Masters Program Chair, Clinical Professor*

Judith K. Payne, R.N., Ph.D., AOCN, CS, University of Iowa, 1998, *Assistant Professor*

Katherine Pereira, R.N., M.S.N., Duke University, 2002, *Assistant Clinical Professor*

Beth Phillips, R.N., M.S.N., Duke University, 1993, *Assistant Clinical Professor*

Dorothy L. Powell, R.N., Ed.D., FAAN, College of William and Mary, 1983, *Clinical Professor*

Marva M. Price, R.N., Dr.P.H., F.N.P., FAAN, University of North Carolina at Chapel Hill, 1994, *Assistant Professor*

Carla Rapp, R.N., Ph.D., CRRN, University of Iowa, 1999, *Assistant Professor*
 Susan Schneider, R.N., Ph.D., Case Western Reserve University, 1998, *Assistant Professor*
 Nancy Short, R.N., M.B.A., DrPH., University of North Carolina at Chapel Hill, 2003, *Assistant Professor*
 Kathleen Sikkema, Ph.D., Virginia Polytechnic Institute and State University, 1991
 Queen Utley-Smith, R.N., Ed.D., North Carolina State University, 1999, *Assistant Professor*
 Steven Talbert, R.N., Ph.D., University of Kentucky, 2002, *Assistant Professor*
 Joshua M. Thorpe, Ph.D. (c), *Assistant Research Professor*
 J. Frank Titch, R.N., M.S.N.A., C.R.N.A., Virginia Commonwealth University/Medical College of Virginia,
 1994, *Assistant Clinical Professor*
 Kathryn Trotter, R.N., M.S.N., C.N.M., F.N.P., University of Kentucky, 1988, *Assistant Clinical Professor*
 Barbara S. Turner, R.N., D.N.Sc., FAAN, University of California at San Francisco, 1984, *Professor*
 George H. Turner, III, M.A., R.Ph., Webster University, 1978, *Assistant Clinical Professor*
 Kathleen M. Turner, R.N., M.S.N., Duke University, 1993, *Assistant Clinical Professor*

Faculty Appointments

Dean Emerita: Wilson, Ruby L.R.N., Ph.D., FAAN

Associate Professors Emeritas of Nursing: Brundage, Dorothy J., R.N., Ph.D.; Oehler, Jerri Moser, R.N., Ph.D.

Assistant Clinical Professors Emeritas of Nursing: Hewitt, Donna W. B.S., M.N.; Ouimette, Ruth M., R.N., M.S.N., A.N.P.

Adjunct Professor: Iams, Samuel Gregory, Ph.D.

Adjunct Associate Professors: Andrews, Alta Whaley, R.N., D.Ph.; Neelon, Virginia Johnston, R.N., Ph.D.

Adjunct Assistant Professors: Bearon, Lucille B., R.N., Ph.D.; Bergstrom, Linda Ann, R.N., C.N.M, Ph.D.; Heinan, Michelle Lynn, R.N., M.P.H.; Hughes, Dana C., R.N., PhD.; Wallsten, Sharon May, R.N., Ph.D.

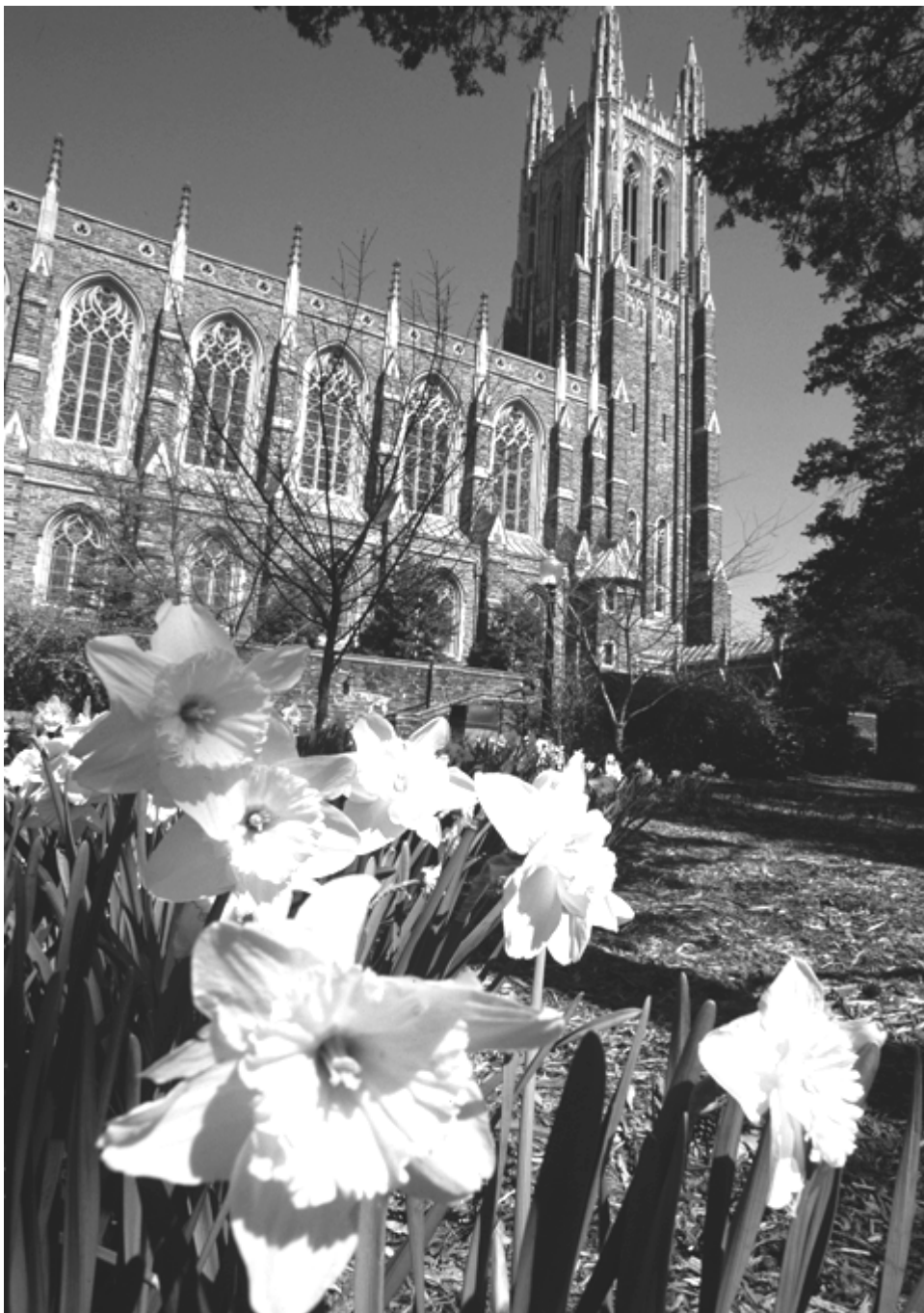
Assistant Research Professor: Taylor, Donald Hugh, M.P.A., Ph.D.

Clinical Associates: Abernathy, Elizabeth Jane, R.N., M.S.N.; Alberts, Billie Ross, R.N., M.S.N.; Alston, Sylvia McLean, R.N., M.B.A.; Archer, Lisa Lee, R.N., M.S.N.; Avent, Susan West, R.N., M.S.N.; Bartle, Bronwyn Hettenbach, RN, M.S.N., CPNP; Blivin, Janey Laird, R.N., M.S.N.; Blessing, Robert Phillip, ACNP; Blue, Laura Jane, R.N., M.S.N.; Breisch, Alyson J., R.N., M.S.N.; Brown, Rosemary, R.N., M.S.N., Brumbaugh, Heather Lynn, R.N., M.S.N.; Burke, Syvil Summers, R.N., M.S.N.; Buschbach, Deanne, R.N., M.S.N.; Carver, Elizabeth Hall, RN, M.S.N.; Capewell, Ursula Hertis, R.N., M.S.N.; Davis, Ellen Durham, R.N., M.S.N.; Derouin, Anne Lynn, R.N., M.S.N., P.N.P.; Frey, Michelle Ann, R.N., M.S.; Fuchs, Mary Ann, R.N., M.S.N.; Fulcher, Caryl Deblitz, R.N., M.S.N.; Gabert, Helen Laurel, R.N., M.P.H.; Gosselin, Tracy Karen, R.N., M.S.N.; Granger, Bradi Bartrug, RN, M.S.N., Phd; Gunderson-Falcone, Grace, RN, M.S.N., AGNP, FNP; Harmon, James Lester, R.N., M.S.N.; M.S., D.V.M.; Harwood, Kerry VanSloten, R.N., M.S.N.; Hegarty, Ellen Jean, MEd, RN, CCRN, BC; Hood, Linda Edwards, R.N., M.S.N.; Hudson, Julie S., R.N., M.S.N.; Hutchinson-Allen, Deborah D., R.N., M.S.N.; Jasion, Berit Seeman, R.N., M.S.N.; Jones, Mary Louise Helfrich, R.N., Ph.D.; Kistler, Laura Jean, R.N., M.S.N.; Labelle, Virginia Sullivan, R.N., B.S.; Lassiter, Timothy Francis, M.B.A., PharmD.; Lawrence, Cindy McDaniel, R.N., M.S.N.; Lekan-Rutledge, Deborah Ann, R.N., M.S.N.; Lekavich, Carolyn Louise, R.N., M.S.N.; MacDonald, Amy Gelbano, CNM, M.S.N.; Mangum, Amy Yancy, R.N., M.S.N.; McCarthy, Elizabeth A., R.N., M.S.N.; McKenzie, Rebecca Jean, RN, M.S.N., MBA; Meanor, Pana Martin, R.N., M.S.N.; Meghdadpour, Susanne, R.N., P.N.P., M.S.N.; Miller-Bell, Mary Sue, PharmD; Minnich, Louise Ann, R.N., M.S.N.; New, Beth Anne, R.N., M.S.N.; Newmaker, Jeane E., R.N., M.S.N.; Nicollerat, Janet Anne, R.N., M.S.N.; Parker, Wanda Gale, R.N., M.S.N.; Phillips, Darla Denise, R.N., M.S.N.; Prewitt, Judy Ross, RN, M.S.N., ACNP-C, AOCN; Reynolds, Mindy Schramm, R.N., M.S.N.; Rodgers, Phillip Thomas, PharmD., B.C.P.S., C.D.E., C.P.P.; Ryan-Murray, Janis Ann, R.N., M.S.N.; Schlaefer, Ann Therese, R.N., M.N., C.P.N.P.; Sowers, Kevin Ward, R.N., M.S.N.; Steele, Pamela Hope, R.N., M.S.N.; Tart, Julie Spivey, R.N., M.S.N.; Stover, John Clyde, R.N., M.S.N., F.N.P.; Tatum, Jacqueline Lyon, R.N., M.S.N.; Taylor, Catherine Striplin, R.N., M.S.N.; Taylor, Dorthoy Elaine, R.N., M.S.N., C.N.R.N.; Walker, Henry Joseph, CRNA, MS, MBA; Watral, Melody Ann, RN, M.S.N., CPNP, CPON; Weber, Rita Anne, R.N., M.S.N.; Willis, Christine Lynette, R.N., M.S.N.

Consulting Associates: Adcock, Gale Brown, R.N., M.S.N.; Austin, M. Saralyn, R.N., M.S.N.; Baldwin, Mary lee Richardson, R.N., M.P.H.; B.C; Batchelor, Cheryl Banks, R.N., M.S.N.; Bazemore, Susan Rosalie, CRNA; Betts, Wilmer Conrad, R.N., B.S.; Borton, Jennifer Byrd, R.N., M.S.N.; Boyette, Wanda Lou, R.N., M.B.A.; Breckenridge, Margaret Daya, RN, FNP; Brooks, Sylvia Mebane, R.N., M.S.N.; Bye, Margaret Gorely, R.N., Ed.D.; Clark, Kathryn G, R.N., M.S.N.; Cleary, Brenda Lewis, R.N., Ph.D.; Dale, Angela Maria, R.N., M.H.A.; Davidson, Susan Millard, R.N., M.A.; Diamond, Susan Elias, R.N., M.S.N., A.O.C.N.; Dickey, Mary Buse, R.N., M.Ed.; Dodge, Robert Thomas, R.N., M.S.N.; Egerton, Emily O'Leary, Phd; Emens, Catherine S., R.N., M.S.N.; Erdman, Lynn Kendrick, R.N., M.N.; Exner, Linda Cole, R.N., M.S.N.; Faircloth, Margaret Hopper, R.N., M.P.H.; Frank, Ruth S., R.N., M.S.N.; Galkowski, James Michael, R.N., M.H.A.; Gannotta, Richard John, R.N., A.N.P., M.B.A; Garg, Shyam L., R.N., M.B.B.S.; Garland, Hettie Lou, R.N., M.P.H.; Gura, Georgette Fernanda, CRRN, M.S.N., CPNP; Harshaw-Ellis, Karol Suzette, R.N., M.S.N., A.N.P.; Harvey, Leslie Vaden, R.N., M.N., C.S., F.N.P.;

Herbert, Catherine A., R.N., M.S.N.; Huechtker, Edward Darrell, R.N., M.P.H.; Hurley, Pamela Ehrhart, Ph.D.; Hylwa, Elaine Gail, R.N., M.S.N.; Jacques, Rita Cecilia, R.N., M.N.; Jewett, Erica Clariss, M.S.N., GNP, ANP, CS; Kellum, Sally Smither, R.N., M.S.N.; Kus, Robert James, R.N., PhD.; Lowery, Bobby D., R.N., M.S.N.; McChesney, Andrea Wilkes, R.N., M.S.N.; Miles, Margaret Shandor, R.N., PhD.; Moore, Jacqueling Mary, R.N., Ph.D.; Pemberton, Flora Galloway, R.N., M.A.; Priddy, Margaret Morgan, R.N., M.S.N.; Reid, Teri Marla, R.N., M.S.N.; Sanford, Christine Chiarmonite, R.N., M.S.N.; Scott, Constance Laverne, R.N., M.S.N.; Snow, Teena Lucille, R.N., M.S.N.; Strickland, Rosemary Cattle, R.N., M.S.N.; Sullivan, Gwynn Barnhardt, R.N., M.S.N.; Tim, Ellen Madelyn, R.N., M.S.N.; Titch, James Franklin, R.N., M.S.N.; Touger, Gale Nadine, R.N., B.S.; Trapp-Moen, Barbara Lee, R.N., M.S.N.; Vanek, Cynthia Wilkinson, R.N., M.S.N.; Waddell-Schultz, Mary Gwendol, R.N., M.S.N.; Wallace, Linda Faye McC..., RN, M.Ed.; Warsaw, Janette Ernestine, R.N., M.S.N.; Wicker, Cheryl D., R.N., M.S.N.; Wightman, Marilyn Beth, R.N., M.S.N., M.B.A.; Williams, Kathleen Tuppeny, M.S.N., RN, BC; Wilson, Sonja M., R.N., Ed.D.; Winn, Francis John, R.N., Ph.D.; Yates, Stephanie Sears, R.N., M.S.N.

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 12,000 students from all 50 states and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, and the Schools of Business, Divinity, Engineering, Environment and Earth Sciences, 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 School of Nursing

In support of James Duke's original vision, the 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 remains on the forefront of nursing education, practice and research. Historically, the school has been a healthcare leader by first awarding baccalaureate degrees in 1938, establishing the bachelor of science in nursing degree in 1953 and beginning 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 the Ph.D. Program, the School of Nursing remains a national leader in nursing education. 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).

Educational Resources

The Duke Nursing Research Center (NRC). Established in 1993, the NRC is a joint enterprise of Duke University School of Nursing and the Duke University Health System. With the belief that the profession of nursing advances from creative critical thinking; theoretical innovation; and thoughtful evidence-based clinical practice, the NRC's mission is to facilitate the conduct of nursing research through the provision of methodological and statistical consultation, assistance with preparation of proposals for external funding, preparation of Internal Review Board (IRB) materials, and, in selected instances, assistance with implementation of research protocols, including data management, entry, and statistical analyses.

The Duke University School of Nursing, Nursing Research Exploratory Trajectories of Aging and Care (TRAC) Center. The TRAC Center has an overall goal to expand the base of nurse scientists collaborating with leading investigators from a variety of disciplines to conduct nurse-directed interdisciplinary studies that examine longitudinal patterns of health, illness, function, and care in later life across diverse care contexts, including home and institution. The TRAC Center is funded by a P20 grant from the National Institute of Nursing Research (NINR).

The Office of Global and Community Health Initiatives (OGACHI). . The overall goal of 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 clearing house and catalyst for the 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 the campus and externally with other organizations, agencies and communities in 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. OGACHI was established in January, 2006 in response to the newly formed Duke Global Health Institute.

The Center for Instructional Technology and Distance Learning (CITDL). DUSON's Center for Information Technology and Distance Learning (CITDL) is committed to the best use of technology to enhance the learning and performance potential of students, staff and faculty. The CITDL Team provides leadership, support, and

development to integrate and promote the use of instructional and computer technology for all members of the DUSON community.

Technology is an enabler to promote active learning and provide tools for excellence in both research and academic achievement. Discovery and implementation of the best methodologies bring the academic and research environment to new levels of efficiency and strength, within the school, across the region and around the globe.

Duke Centers. Nationally recognized centers include the Duke Heart Center, the Center for Living, the Center for Human Genomics, the Center for Clinical Effectiveness, the Center for Aging and Human Development, the Comprehensive Cancer Center, the Comprehensive Sickle Cell Center, Alzheimer's Disease Research Center, Duke Hypertension Center, Duke-VA Center for Cerebrovascular Research, Geriatric Research Education and Clinical Center, AIDS Research and Treatment Center, General Clinical Research Center, Cystic Fibrosis Center, Sleep Disorders Center, the Eye Center, the Institute for Care at the End of Life, the Duke Clinical Research Institute and the Neonatal Perinatal Research Institute.

Division of Community Health. The Division of Community Health is a joint venture between the School of Nursing and the Department of Community and Family Medicine. Initiated in July 1996, the division's purpose is to broaden the scope of primary care-through service, education, and, occasionally, applied research programs. Programs of particular interest are community-based and collaborative, and create partnerships between Duke and surrounding communities, between Duke and other academic health centers and hospitals, and between departments at Duke. The division facilitates the development and testing of innovative primary care ideas and plans, seeks the support necessary for the implementation of those ideas and plans, and finally, moves operational programs to their appropriate organizational homes.

Neighboring Universities. Through a reciprocal agreement, Duke students may supplement their education by taking courses at the University of North Carolina in Chapel Hill, North Carolina State University in Raleigh, and North Carolina Central University in Durham. Graduate students of Duke University and the University of North Carolina at Chapel Hill are granted library loan privileges in both universities.

Libraries

The libraries at Duke consist of the William R. Perkins Library and its seven branches on campus: Biological and Environmental Sciences, Chemistry, Lilly, Engineering, Music, Mathematics-Physics, Rare Book, Manuscript and Special Collections; the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort; and the independently administered libraries of Divinity, Law, Medicine, and Business (Fuqua).

The Medical Center Library. The Duke University Medical Center Library (DUMCL), located adjacent to Duke Hospital in the Seely G. Mudd Building, supports Duke University Medical Center's patient care, teaching, and research activities by providing its users with consistent and efficient access to timely, relevant biomedical information. The Medical Center Library maintains a robust online presence to extend access to library resources and services beyond its physical location and to help foster the development of effective health care solutions. DUMCL Online provides access to locally created and licensed databases, electronic books and journals, and online learning and reference tools. A gateway to the library's services and print and non-print collections, it also includes information about the library's facilities and staff. Duke is also home to numerous other library collections and resources.

Clinical Facilities

Duke University Health System. Duke University Health System is 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. Patients are offered brilliant medicine and thoughtful care through a complete continuum of health services, from primary care to hospice. Duke University Hospital, the hub of the health system, is consistently ranked among the top ten health care organizations in the country. The youngest of the nation's leading medical centers, Duke has earned an international reputation for innovation and excellence. With hundreds of board-certified specialists and subspecialists, Duke provides expertise in a broad range of health care. Duke operates one of the country's largest clinical and biomedical research enterprises, and translates advances in technology and medical knowledge into improved patient care. In addition to Duke University Hospital, a full-service tertiary and quaternary care hospital with 1,124 beds; the Health System also includes two well-respected community hospitals. Durham Regional Hospital is a 335-bed acute care community hospital that has a 125-year tradition of caring for the residents of Durham and surrounding counties. Duke Health Raleigh Hospital is a 218-bed acute care hospital that treats patients from newborn babies to more mature patients at the Senior Health Center. Additionally, the Health System hosts primary and specialty care clinics, home care, hospice, skilled nursing care, wellness centers, Lincoln Community Health Clinic and community-based clinical partnerships.

Veterans Affairs Medical Center. The Durham Veterans Administration Medical Center (VAMC) is a 382 bed tertiary care and 120-bed long-term care teaching and referral facility. Located in Durham, North Carolina, the 10-story hospital includes research, education and ambulatory care services. The hospital is within walking distance from the School of Nursing.

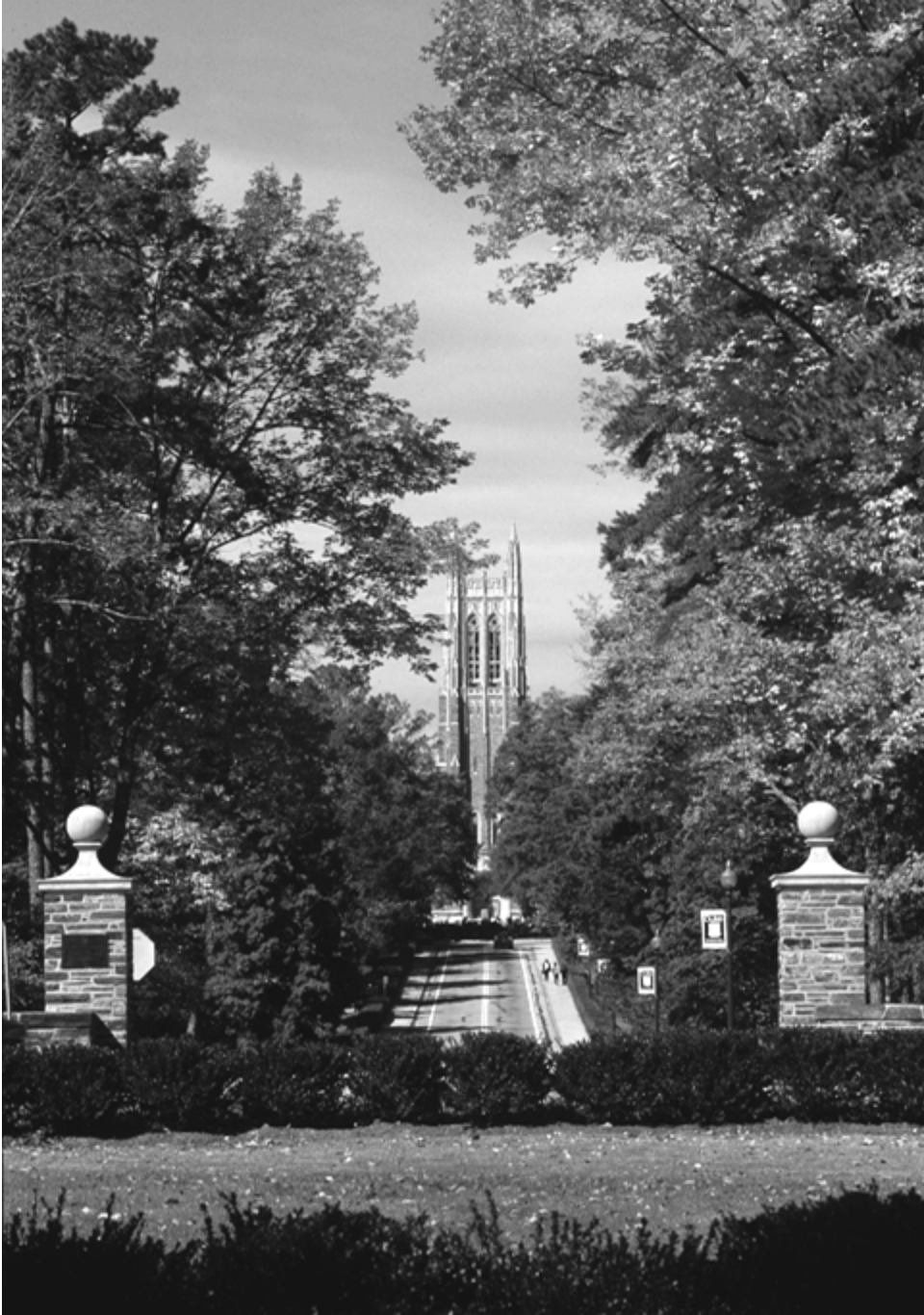
Other Hospitals and Clinical Facilities. Various cooperative teaching and clinical arrangements are available to students at other clinical facilities. The School of Nursing currently maintains relationships with other hospitals and with over 950 preceptors at 700 practice sites, including primary care settings, health centers and clinics in both urban and rural settings.

Duke University Affiliated Physicians. Other primary care practice sites include Duke University Affiliated Physicians, Inc. (DUAP), a primary care delivery system serving the greater Triangle area. The Duke University Affiliations Program is creating strong linkages with community hospitals throughout North Carolina. Working closely with Duke University Affiliated Physicians, the program addresses the need for more primary care physicians and nurse practitioners, helps communities plan and develop specialty programs, and works in affiliated communities to prepare collaborative responses to growth of managed care.

Long Term Care Consortium. The School of Nursing established the Long Term Care Consortium of high quality nursing homes consisting of: Carver Living Center, Northwood Nursing Home and Rehabilitation Center and the Extended Care and Rehabilitation Center of Durham Department of Veterans Affairs Medical Center and The Forest at Duke. The purpose of the ongoing relationship is to allow Duke University to develop and test innovations in long-term care practice to improve the quality of life of older adults. School of Nursing faculty with interest 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.

School-Based Clinics. The Duke University School of Nursing in collaboration with the Division of Community Health operates four school-based clinics: . Southern High School Wellness Center and the Wellness Clinic at George Watts, Glenn and Poe Elementary Schools. Staffed by School of Nursing nurse practitioners, the clinics treat common chronic and acute illnesses, provide appropriate referrals, focus on health promotion and illness prevention, and facilitate educational and safety programs. The clinics also provide clinical rotation opportunities for School of Nursing pediatric and family nurse practitioner students.

School of Nursing Program



The Duke University 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 and advanced practitioners. 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.

Philosophy

The faculty believes nursing is a dynamic caring process that utilizes well-defined skills in critical thinking, clinical decision-making, communication, and interventions for the promotion and restoration of health and prevention of illness, and provision of comfort for those who are dying. Using a holistic approach, nurses as members of an interdisciplinary team, provide care in and across environments, to diverse individuals, groups and communities in the context of a complex health care system. Nurses transform health care with knowledge of systems and health care services. Fundamental to nursing care is respect for the rights, values, autonomy and dignity of each person. As a profession, nursing is accountable to society for developing knowledge to improve care, fostering interdisciplinary collaboration, providing cost-effective care, and seeking equal treatment and access to care for all.

Nursing education serves to stimulate intellectual growth, foster ethical being and develop members of the profession. Professional nursing education is based on an appreciation of individual differences and the development of each student's potential. Students are active, self-directed participants in the learning process, while faculty serve as role models, mentors, educational resources, and facilitators of learning. The faculty assumes responsibility for the quality of the educational program, stimulation of analytical thinking and creative problem solving, and responsible decision-making. The complexity of societal, environmental, and technological changes necessitates that nursing students develop knowledge about ethical, political, and socioeconomic issues that result from these changes. Students are responsible for continuing the process of personal and professional development, including developing professional expertise, and a commitment to inquiry and leadership. Faculty and students, individually and in community, pursue life long learning and the development of knowledge to contribute as leaders in health care to their community, nation, and world.

Programs

BACHELOR OF SCIENCE IN NURSING

The School of Nursing offers an Accelerated BSN curriculum as a full-time campus-based 16-month program designed for individuals who have completed an undergraduate degree. The curriculum has 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 socio-political influences, and evolving healthcare needs. These topics include genetics, elder care, palliative care, multicultural care, and care at the end of life. Threads throughout the program also include health promotion, diversity, critical thinking, evidence-based practice, leadership, and technology.

The integration of education, practice, and research serves as the foundation for this program and 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, 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 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.

RN To MSN Pathway

The School of Nursing offers an RN to MSN Pathway that provides an opportunity for registered nurses, who have an associate degree or a diploma in Nursing and a bachelor's degree in another field. Candidates for this program must meet all the admission criteria for acceptance into the Master's Program with the exception of having a BSN from an accredited Nursing School.

MASTER OF SCIENCE IN NURSING PROGRAM

The School of Nursing offers a flexible, 39 to 59 credit program leading to the Master of Science in Nursing degree and offers a joint MSN/MBA program, with Fuqua School of Business. The School of Nursing also offers a collaborative arrangement with Meredith College in Raleigh, NC, that facilitates completion of the MSN degree in Nursing and Health Care Leadership or in Clinical Research Management at Duke School of Nursing and the MBA at Meredith College. In addition the School of Nursing offers a joint degree with Duke Divinity School (MSN/MCM). Students pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. For most programs, students have the ability to pursue full-time or part-time study.

The integration of education, practice, and research undergirds the entire curriculum and the behavior of those individuals involved in the educative process. Upon completion of the program, the 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, and political issues 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.



THE POST-MASTER'S CERTIFICATE PROGRAM

The School of Nursing offers a post-master's certificate to students who have earned a master's degree in nursing from a National League for Nursing or Commission on Collegiate Nursing Education accredited program and are seeking specialized knowledge within a major offered in the school's master's program. The number of credits required to complete the certificate program varies by major; the student must successfully complete the required courses in the chosen nursing major. Completion of the certificate program is documented in the student's academic transcript. Depending upon the major, the student may then meet the qualifications for advanced practice certification in the specialty area.

PH.D. PROGRAM IN NURSING

The Ph.D. Program in Nursing 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 (a) ensure socialization to the role of research scientist; (b) ensure significant knowledge and skill acquisition for launching a successful program of research post doctorate; and (c) to prepare for an entry level role in an academic setting. The program requires a minimum of 54 credit hours of course work 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 (36 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 (18 credits) to be taken mainly outside of nursing in other Duke University departments. In addition to course work and a dissertation, the Ph.D. Program in Nursing will include two program-long structured activities which include mentored research and teaching experiences and development of the student's scholarly portfolio. Each student takes a comprehensive exam at the end of the second year or at the beginning of the third year of residence. The final requirement is the presentation of a dissertation. All students will be expected to complete the program in four to five years.

A baccalaureate or master's degree in nursing from an accredited program (NLN or CCNE) is required for admission to the Ph.D. Program in Nursing. The student entering the Ph.D. program without a nursing master's degree must complete additional coursework (30 credit hours) in addition to Ph.D. requirements.

Post-master's students. The student entering the Ph.D. program with a master's degree in nursing must show evidence of a master's level nursing research course and a graduate statistics course. These prerequisites may be met by taking N307 (Research Methods) and N308 (Applied Statistics) before proceeding with Ph.D. coursework.

Post-baccalaureate students. The post-baccalaureate student will be admitted following demonstration of exceptional qualification and clear research-oriented career goals. The student entering the Ph.D. program post-baccalaureate must meet specific requirements (30 credit hours as described below) for a master's degree that will be awarded only at the completion of the Ph.D. program. The post-baccalaureate students in the Ph.D. program will declare a substantive focus area (e.g., gerontology, oncology, pediatric nursing, nursing and healthcare leadership). The post-baccalaureate student that does not

complete the Ph.D. requirements will not receive a Masterís degree unless they complete the full requirements of the MSN program.

For further information and course details visit the web site accessible from <http://www.nursing.duke.edu/> or email NursingPhD@duke.edu.

Admission and Progression



Admission Requirements

OFFICE OF ADMISSIONS AND STUDENT SERVICES CONTACT INFORMATION

Prospective students wishing to obtain program information and admissions materials should contact the Office of Admissions and Student Services toll free at 1-877-415-3853, locally at 919-684-4248 or by e-mail at SonAdmissions@mc.duke.edu. Information can also be accessed at the School of Nursing's web site: <http://www.nursing.duke.edu>

ADMISSION REQUIREMENTS FOR THE ACCELERATED BACHELOR OF SCIENCE IN NURSING DEGREE

Students admitted to the program are expected to be self directed and committed to a rigorous academic and clinical experience. Admission requirements are:

1. A bachelor's degree from an accredited college in any major.
2. Completion of the following course prerequisites (may be as part of the bachelor's degree):
 - Human Anatomy and Physiology 6 credits
 - Microbiology (lab recommended) 3 credits
 - Basic Statistics 3 credits
 - General Psychology 3 credits
 - General Sociology 3 credits
 - English Composition 3 credits

3. Completion of undergraduate coursework in nutrition and growth and development are strongly recommended.
4. A strong academic record with a minimum of a 3.0 undergraduate GPA on a 4.0 scale.
5. Graduate Record Exam (GRE) preferred score of 1000 or higher (combined Verbal and Quantitative) and a Writing Analysis score of 3.5.
6. A completed application including one copy of all post-secondary educational transcripts.
7. Three letters of recommendation that address the student's academic abilities and strengths as a self directed learner.
8. A personal interview for information-sharing with the applicant.
9. A minimum grade of 2.0 on a 4.0 scale in each nursing prerequisite course.
10. Physical health and emotional stability sufficient to meet the demands of nursing practice and provide safe patient care.
11. Fluency in speaking, reading, and writing English.
12. A current BLS (Basic Life Support) card for Healthcare Providers issued by the American Heart Association.
13. Certification of health status, as represented by Certification of Health Requirements, Form A.
14. \$50 application fee.

Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contribution to the profession. Exception to any of the admission requirements will be considered on an individual basis.

ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE*

1. Bachelor's 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. Completion of application for admission, including one copy of all post-secondary educational transcripts. The bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics (basic biostatistics).
3. It is recommended, but not required, that applicants have a minimum of one year of nursing experience before matriculation. Applicants with less than one year of experience will be advised to take core courses in the first year of study and to work to meet the experience recommendation. Specific programs may have additional work requirements.
4. Undergraduate grade point average of 3.0 on a 4.0 scale.

* Candidates for admission to the Nurse Anesthesia program at the Duke University School of Nursing have the same admission requirements as all other applicants, with the following additions: 1) Basic and Advanced Cardiac Life Support Certification (ACLS and PALS); and 2) one year of acute care experience as a registered nurse with an emphasis placed on interpretation and use of advanced monitoring, ventilatory care, fine psychomotor skills, and independent decision making.

Candidates for admission to the Neonatal Nurse Practitioner Program have the same admission requirements as all other applicants, with the following addition: Neonatal Resuscitation Program (NRP).

Candidates for admission to the Pediatric Acute Chronic Care Program have the same admission requirements as all other applicants, with the following addition: Pediatric Advanced Life Support (PALS).

5. Graduate Record Exam (GRE) preferred score of 1000 or greater (combined Verbal and Quantitative) and a Writing Analysis score of 3.5. If you have earned a masters degree or higher, the GRE is waived.
6. Licensure or eligibility for licensure as a professional nurse in North Carolina, unless your license is from a "compact state": Arizona, Arkansas, Delaware, Idaho, Iowa, Maine, Maryland, Mississippi, Nebraska, New Mexico, North Carolina, North Dakota, South Dakota, Tennessee, Texas, Utah, Virginia or Wisconsin; and that is your primary state of residence (your declared fixed permanent and principal home for legal purposes; domicile) or you are a distance-based student who will not be practicing in North Carolina while enrolled in school and have licensure or eligibility for licensure in your primary state of residence. For up to date information on the Nurse Licensure Compact, please visit the NC Board of Nursing website at: www.ncbon.com/NLCUdates.asp.
7. Three references attesting to academic ability, professional competency and professional qualifications.
8. Must possess physical and mental skills and abilities necessary to successfully complete School of Nursing Curriculum.
9. Basic Life Support Certification.
10. Resume or CV.
11. Telephone or personal interview as determined by program.
12. \$50 application fee.

Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession. Exceptions to any of the admission requirements will be considered on an individual basis.

ADMISSION REQUIREMENTS FOR THE POST-MASTER'S CERTIFICATE OPTION*

1. A master's degree from an NLNAC or CCNE accredited school of nursing.
2. Completion of application for the certificate program including one copy of all undergraduate and graduate transcripts. The bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics. This requirement is waived if you have completed a graduate course in statistics.
3. It is recommended, but not required, that applicants have a minimum of one year of nursing experience before matriculation.
4. Licensure or eligibility for licensure as a professional nurse in North Carolina, unless your license is from a "compact state": Arizona, Arkansas, Delaware, Idaho, Iowa, Maine, Maryland, Mississippi, Nebraska, New Mexico, North Carolina, North Dakota, South Dakota, Texas, Utah, Virginia or Wisconsin; and that is your primary state of residence (your declared fixed permanent and principal home for legal purposes; domicile) or you are a distance-based student who will not be

* Candidates for admission to the Nurse Anesthesia program at the Duke University School of Nursing have the same admission requirements as all other applicants, with the following additions: 1) Basic and Advanced Cardiac Life Support Certification (ACLS and PALS); and 2) one year of acute care experience as a registered nurse with an emphasis placed on interpretation and use of advanced monitoring, ventilatory care, fine psychomotor skills, and independent decision making.

- practicing in North Carolina while enrolled in school and have licensure or eligibility for licensure in your primary state of residence.*
5. Must possess physical and mental skills and abilities necessary to successfully complete School of Nursing curriculum.
 6. Two references attesting to academic ability and/or professional competency.
 7. Personal interview. Other arrangements will be made when distance is a factor.

ADMISSION REQUIREMENTS FOR THE NON-DEGREE OPTION

An individual may take masters level courses as a non-degree student, provided he or she has a bachelor's degree. Non-degree students are admitted to individual classes by permission of the instructor on a space available basis. To apply, an official copy of all post-secondary school transcripts must be sent to the School of Nursing Office of Admissions and Student Services along with a completed non-degree application for admission and a \$50 application fee. Students who register for clinical courses must also submit two letters of reference from their employer and evidence of licensure as a nurse in North Carolina or a "compact" state.* All non-degree application requirements are to be submitted by the deadline for the semester during which the course will be offered - applications received after the deadline will be considered on a space-available basis only. If permission 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 degree status in any school of the university. Admission to the School of Nursing is limited to those applicants whose previous academic work or training indicates an ability to perform satisfactorily at the level established for the university's students. If a non-degree student is later admitted to the MSN program, a maximum of seven credits earned as a non-degree student will be accepted toward the MSN degree.

ADDITIONAL ADMISSION REQUIREMENTS FOR INTERNATIONAL APPLICANTS

Duke welcomes the unique cultural and personal perspectives of all people. International students are encouraged to apply early in the academic year prior to the year they wish to attend Duke to ensure time to complete the following additional requirements:

1. Evidence of adequate financial support for the duration of the program;
2. A minimum score of 550 on the paper-based test or of 213 on the computer-based test on the Test of English as a Foreign Language (TOEFL) if English is not the primary language;
3. A passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) examination (Master's and Post-Master's Certificate applicants only).
4. To comply with federal authorities, Duke University now requires all non-citizen students' present evidence of immigration status to the International Office by the first day of classes, and whenever your status changes. Failure to comply will result in withholding your initial enrollment.

* Candidates for admission to the Master of Science in Nursing or Post-Master's Certificate program of Duke University School of Nursing who are not from a "compact state" or a distance-based student must obtain a license to practice as a registered nurse in the state of North Carolina before matriculation. All students from a "compact state" and all distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services. Students licensed by the state of North Carolina will have their licenses verified via the Board of Nursing Website. Information on licensure procedures for the State of North Carolina may be obtained from the North Carolina Board of Nursing, P.O. Box 2129, Raleigh, North Carolina 27602, or by calling (919) 782-3211.

The Commission on Graduates of Foreign Nursing Schools (CGFNS) examination is 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 United States Immigration and Naturalization Service. CGFNS offers a two-part certification program that includes a credentials review followed by a test of nursing and English language skills. The CGFNS examination dates can be found at <http://www.cgfns.org>. Application materials may be requested from CGFNS, 3624 Market Street, Philadelphia, Pennsylvania 19014 (215-349-8767) or via the CGFNS web site. The registration deadlines for these exams are approximately four months prior to their administration. Early application is therefore essential.

TOEFL information can be obtained at P.O. Box 6151, Princeton, NJ (609-771-7100) or from the TOEFL web site at <http://www.toefl.org>.

FULL-TIME AND PART-TIME DEGREE STATUS

Opportunities for part-time study are available for most programs, except for the Accelerated BSN Program and the Nurse Anesthesia Program. For on-campus graduate students, full-time status is defined as taking a minimum of nine (9) credits or three (3) courses per semester, except when fewer credits are needed to complete program requirements. Full-time status in distance-based programs is defined as taking 18 credits per calendar year except when fewer credits are needed to complete program requirements. For students in the Accelerated BSN Program, full-time status is defined as taking 15 credits per semester, except when fewer credits are needed. Students who wish to change from full-time or part-time status must notify both their academic advisor and the Office of Admissions and Student Services.

CLINICAL PLACEMENT SERVICES (CPS)

The clinical learning experience affords each student the opportunity to further use the theory and skills they have learned in the classroom and the Center for Nursing Discovery.

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. While attempts will be made in advanced clinical courses and the residency to accommodate students' preferences, students need to be prepared to travel and be flexible with schedule requirements. 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.

Duke University School of Nursing promotes global health experiences for students. Although optional, cultural immersion and study abroad opportunities are encouraged for ABSN and graduate students. Information on international student placements is available from the Office of Global and Community Health Initiatives. The cost of all international placements is the responsibility of the student.

Non-Academic Requirements

HEALTH AND IMMUNIZATION RECORD

North Carolina law requires that all new students present proof of selected immunizations before matriculation. The Duke University Student Health Immunization Form and Report of Medical History, furnished by Duke University, should be completed and returned to the Director of Student Health Services, Box 2899 DUMC, Duke University, Durham, North Carolina 27710 (919-684-3367).

Students should begin classes with complete, verified immunization forms. For those who are unable to do so, the Durham County Health Department (560-7600) on Main Street

provides some of the necessary inoculations free of charge. Online students should send in their completed and verified forms at least one month prior to the start of the semester.

SAFETY TRAINING

For a complete list of required immunizations, visit Duke Student Health or online at: <http://healthydevil.studentaffairs.duke.edu>. All Duke University School of Nursing students are required to have safety training. This training must be updated annually in order to maintain active enrollment. It is the student's responsibility to maintain a current training status. On-line training modules are available through <http://www.safety.duke.edu/onlineTraining/default.asp>.

ADMISSION APPLICATION INFORMATION

All applicants to programs at the Duke University School of Nursing must complete an application and submit that completed application to the Office of Admissions and Student Services. A check or money order for the nonrefundable processing fee of \$50 must accompany each application.

Students applying to the Duke School of Nursing must complete the Graduate Record Exam (GRE). Testing dates and locations for the Graduate Record Examination can be obtained from most colleges or from the Educational Testing Service, P. O. Box 6000, Princeton, New Jersey 08541-6000 (609-771-7670 or <http://www.gre.org>). The number to use on the G.R.E. to indicate that you want a copy of your scores sent to the School of Nursing is R5156. Once the Office of Admissions and Student Services receives all of the above information, a faculty member will contact the applicant and arrange a personal interview. Following this interview, the Admissions Committee reviews the student's information.

APPLICATION DATES

For individuals applying for the Accelerated BSN Program the Duke University School of Nursing gives preference to applications received by January 2nd for fall matriculation. Preference for applicants for the Nurse Anesthesia Program is given to applications received by July 1st for spring matriculation. Applications received after these dates will be considered on a space available basis. Preference for applications for the Neonatal Nurse Practitioner Program is given to applications received by March 1st for fall matriculation. For all other programs, the Duke University School of Nursing application deadline is July 2nd for fall matriculation and November 15th for spring matriculation and April 2nd for summer matriculation. Applications received after these dates will be considered on a space available basis.

NOTIFICATION OF STATUS

Applicants may be accepted, accepted with conditions, placed on the waiting list or denied admission. Each applicant will receive written notification of all decisions. The process of admission is not complete until the School of Nursing Office of Admissions and Student Services has received the acceptance forms and nonrefundable tuition deposit. The tuition deposit is \$500 for the Accelerated BSN Program; \$150 for all graduate nursing programs except the nurse anesthesia program, which requires a \$1000 deposit. This fee will be credited toward tuition or forfeited if the student decides not to matriculate.

CRIMINAL BACKGROUND CHECKS

Students seeking admission to the Accelerated BSN Program will be asked to sign a consent for a criminal background check that verifies the individual's criminal history in

the past ten years or from the date that the individual turned eighteen (18) years of age, whichever is shorter. Students will be notified that clinical sites may require access to the criminal background check prior to rotation to the clinical facility. The School of Nursing will utilize a criminal background check form currently in place for DUHS and currently used by the Duke University Medical School, and contract with an outside agency to perform the background check. The form will be modified to reflect a ten-year check, rather than seven. Agreeing to the consent will be a condition of admittance to the ABSN program. The fee associated with this check will be charged to the first semester charges.

COMMUNICATION BETWEEN DUKE UNIVERSITY AND STUDENTS

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

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. All students must complete Cyber Camp and pass the post-test at the 75 percent level. Students may repeat the test once on-line before they are directed to come to the on-campus Cyber Camp. For more information on recommended computer hardware/software and computer literacy needs, please refer to the School of Nursing's website: <http://www.nursing.duke.edu>.

ADVISEMENT

Every student is assigned an academic advisor. This advisor will direct the student's academic activities and course of study.

In accordance with the student's clinical and research interests, the academic advisor assists the student in planning and implementing his/her course of study throughout the program. Together the student and advisor update and maintain the Matriculation Plan.

FINANCIAL AID

Applicants who wish to be considered for financial assistance are highly encouraged to complete and submit a free application for Federal Student Aid while applying for admission. An application for the School of Nursing merit scholarship must also be submitted no later than March 1st for Fall and Summer matriculation or October 1st for Spring Matriculation. Applications for merit for the Accelerated BSN Program must be submitted by March 1st. These forms are available at the Office of Admissions and Student Services at the School of Nursing. For additional financial aid information, please refer to the complete Financial Aid section located at the end of this publication.

Progression

ACCELERATED BACHELOR OF SCIENCE IN NURSING PROGRAM

For the Accelerated Bachelor of Science Degree, the student must complete 58 credit hours of required courses including 15 credits in 300 level (Master's) courses or higher, with a grade-point average of 2.0 on a 4.0 scale.

GRADES

All courses in the School of Nursing counting toward the bachelor's degree must be taken for the following grades: A(4.0); A- (3.7); B+ (3.3); B(3.0); B-(2.7); C+ (2.3); C(2.0); C- (1.7); F(0.0). The letter to number conversion for course work is as follows: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); F (69 and below). A minimum grade of a C- must be obtained in all required nursing courses. In case of illness or other nonacademic problems, it is the student's responsibility to negotiate with the professor for an "I" (incomplete grade). In the case of an "I", a student has one calendar year from the date the course ended to remove the deficiency. If after one year the "I" grade is not removed, it will convert to a grade of "F" which will result in administrative withdrawal from the program.

ACADEMIC WARNING AND ADMINISTRATIVE WITHDRAWAL

Students who have a cumulative GPA less than 2.0 at any time after completing 30 credits will be asked to withdraw from the program. Prior to the completion of 30 credits students whose cumulative GPA falls below 2.0 will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement. Students whose cumulative GPA falls below 2.5 at any time will receive a letter of academic warning and the student is required to meet with his/her academic advisor. These measures are designed to encourage students to reflect critically on their academic performance from semester to semester and continue to improve and excel. An "F"(0.0) in any course will result in administrative withdrawal from the program at the end of the semester in which the grade is received.

COURSE ADD/DROP/INTERRUPTION AND WITHDRAWAL

Dropping courses must be done during the designated period of time in the semester. If a student withdraws from a course after the add/drop period, the status of the student at the time of withdrawal from the course will be indicated on the student's transcript as Withdrew Passing (WP) or Withdrew Failing (WF). A student who is failing a course may withdraw from the course no later than one (1) week prior to the scheduled final exam or one (1) week prior to the last day of classes (if there is no final exam). In exceptional circumstances, the student may petition the dean to receive a Withdrew (W). Refunds of tuition and fees will not be made except as applicable within the established parameter of a total withdrawal from the program after the drop/add period. If a student withdraws from a course, he or she withdraws from the program. Students withdrawing from the program for any reason will be considered for readmission on a space available basis. Students who find it necessary to interrupt their program of study should request in writing a leave of absence addressed to the dean of the School of Nursing. A maximum of one calendar year's leave may be granted. The School of Nursing reserves the right, and matriculation by the student is a concession of this right, to request the withdrawal of any student whose performance at any time is not satisfactory to the School of Nursing.

TRANSFER OF CREDIT

All upper division nursing courses must be taken at the School of Nursing.

Graduate and Post Master's Certificate

GRADES

All courses in the School of Nursing counting toward the master's degree or post- master's certificate, except those listed in the next paragraph, must be taken for the following grades: A (4.0); A- (3.7); B+ (3.3); B (3.0); B- (2.7); C+ (2.3); C (2.0); C- (1.7); F (0.0). The letter-

to-number conversion for course work is as follows: A (93-100); A- (90-92); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76); C- (70-72); F (69 and below).

The professor will assign a designation of “Cr” or “NCr” for credits earned toward completion of the thesis (N313), the non-thesis option (N314), directed research (N315), independent study (N359), clinical anesthesia practicum (N529), the residency and those elective courses offered with a credit/no credit option. The designation of “Cr” indicates that the student has successfully completed all the requirements for those credits registered. The designation “NCr” indicates that the student has failed the course and “NCr” is treated as an “F.” A minimum of six credits must be earned for N313 or N314; however, these credits may be earned in any amount of whole number increments to total six.

In case of illness or other nonacademic problems, it is the student's responsibility to negotiate with the professor for an “I” (incomplete grade). In the case of an “I”, a student has one calendar year from the date the course ended to remove the deficiency. If after one year the “I” grade is not removed, it will convert to a grade of “F” which will result in administrative withdrawal from the program.

ACADEMIC WARNING AND ADMINISTRATIVE WITHDRAWAL

Master's students who have a cumulative GPA less than 2.7 at any time after completing 20 credits will be asked to withdraw from the program. Post Master's Certificate students who have a cumulative GPA less than 2.7 at any time after completing 10 credits will be asked to withdraw from the program. An F (0.0) in any graduate level course will result in administrative withdrawal from the school at the end of the semester in which the grade is received. Prior to the completion of 20 credits (MSN students) or 10 credits (PMC students), students whose cumulative GPA falls below 2.7 will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement. A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and is encouraged to meet with her or his academic advisor. These measures are designed to encourage students to reflect critically on their academic performance from semester to semester and continue to improve and excel.

COURSE ADD/DROP/WITHDRAWAL

Students may make changes in their schedule before the end of the add/drop period at the beginning of each semester. Precise dates are provided to students with registration information. The student's advisor must review and approve the student's request to drop or add courses. Dropping or adding courses must be done during the designated period of time in the semester. If a student withdraws from a course after the add/drop period, the status of the student at the time of withdrawal from the course will be indicated on the student's transcript as Withdrew Passing (WP) or Withdrew Failing (WF). A student who is failing a course may withdraw from the course no later than one (1) week prior to the scheduled final exam or one (1) week prior to the last day of classes (if there is no final exam). A student who withdraws failing (WF) from more than one course will be administratively withdrawn from the program. In exceptional circumstances, the student may petition the dean to receive a Withdrew (W). Refunds of tuition and fees will not be made except as applicable within the established parameter of a total withdrawal from the program after the drop/add period.

INTERRUPTION OF PROGRAM AND WITHDRAWAL FROM THE GRADUATE PROGRAM

The School of Nursing reserves the right, and matriculation by the student is a concession of this right, to request the withdrawal of any student whose performance at any time is not

satisfactory to the School of Nursing. If a student for any reason wishes to withdraw from the school, notification should be made to the dean before the expected date of withdrawal. Students who have withdrawn from the school must re-apply for admission according to regular admission policies.

Students who find it necessary to interrupt their program of study should request in writing a leave of absence addressed to the dean of the School of Nursing. A maximum of one calendar year's leave may be granted; this will be counted toward the total time allowed to complete the program.

TRANSFER OF GRADUATE CREDITS

A maximum of six units of graduate credit may be transferred for graduate courses completed at other accredited institutions (or in other graduate programs at Duke). Transfer credit will be given only for academic work completed within the five years prior to matriculation at Duke. Such units are transferable only if the student has received a grade of B (3.0 on a 4.0 scale or its equivalent) and after the student has earned a minimum of 6 units of graduate credit at Duke University School of Nursing. A student wishing to transfer course work should make a written request to his/her academic advisor and provide a transcript and a syllabus or other description of the course he/she wishes to have considered for transfer credit. Exceptions may be granted on a case by case bases by the associate dean for Academic Affairs.

TRANSFER TO ANOTHER GRADUATE NURSING MAJOR

A change of graduate nursing major may be made, contingent upon approval of the faculty involved. Should a change be made, a student must meet all requirements of the new major. Students must file a "Change of Major" form. "Change of Major" forms are available in the Office of Admissions and Student Services and at the Duke University School of Nursing website: <http://www.nursing.duke.edu>.

TIME FOR COMPLETION OF THE MASTER'S DEGREE

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

Information for all Students

SERVICES FOR STUDENTS WITH DISABILITIES

Duke University is prepared to make reasonable academic adjustments and accommodations to allow students with disabilities full participation in the same programs and activities available to students without disabilities. The Student Disability Access Office (SDAO) assists students who are enrolled in the Duke University School of Nursing. In order to receive consideration for reasonable accommodations under the Americans with Disabilities Act (ADA), a student must have a physical or mental impairment that substantially limits one or more major life activities such as, but not limited to, hearing, seeing, speaking, breathing, performing manual tasks, walking, caring for oneself, and learning. Substantially limited refers to an impairment that prevents an individual from performing a major life activity or significantly restricts the condition, manner, or duration under which an average person can perform a major life activity.

Students requesting accommodations under the provisions of ADA (e.g. academic, housing) must consult the director of the Student Disability Access Office, at (919) 668-1267 or (919) 668-1329 (TTY) to explore possible coverage. Receiving accommodations or special assistance in high school, at another college or university or from a testing agency does not necessarily qualify an individual for the same accommodations and/or assistance at Duke University.

The vice-president for Institutional Equity is the designated compliance officer for the ADA and the Rehabilitation Act of 1973. The compliance officer can be reached at (919) 684-2222.

Graduates of the Accelerated BSN Program who are candidates for the NCLEX and are requesting testing modification due to disability are required by the NC Board of Nursing to supply the following documentation:

- Letter from candidate defining what their disability is, specific testing modifications desired, and the test center at which they want to test.
- Letter from director of Nursing Program defining what accommodations the candidate was afforded during the educational process.
- Letter of diagnosis from appropriate medical professional including: an identification of the specific standardized tests and assessments given to diagnose the disability, the scores resulting from testing, interpretation of the scores, the evaluations.

The North Carolina Board of Nursing will contact the candidate when the request has been evaluated.

COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological Services (CAPS) is located in Suite 214, Page Building on West Campus. CAPS, a component of student services, provides a range of counseling and psychological services designed to address the acute emotional and psychological difficulties of Duke students.

The professional staff is composed of psychologists, clinical social workers, and psychiatrists experienced in working with college students. They provide confidential evaluation and brief counseling/therapy for students whose concerns range from developmental issues to serious psychological concerns. Some students go only for consultation about how to help a friend or family member. Any problem that is troubling a student is an appropriate one to talk over with a counselor. Contact CAPS at (919) 660-1000 or you may visit their website at: <http://caps.studentaffairs.duke.edu>.

DUKE HARASSMENT POLICY

Harassment of any individual for any reason is not acceptable at Duke University. Harassment may arise in situations unique to a given interpersonal relationship or in actions rooted in an attitude toward a group. Sexual harassment is perhaps the most commonly understood form of harassment but it is important to note that harassment on any demographic basis – including age, color, disability, ethnic or national origin, gender, race, religion, class, institutional status, or sexual orientation or preference – also occurs and is expressly forbidden. Abuse of the relationship between teacher and student, or provider and patient, is of particular concern because of the educational and health care missions of Duke University. In all cases, harassment undermines the university's commitments to excellence and to respect for the dignity and worth of all individuals.

This policy against harassment is consistent with the university's valuation of academic freedom. Duke University is committed to the free and vigorous discussion of ideas and

issues, which the University believes will be protected by this policy. This Harassment Policy shall be applied in a manner that protects the academic freedom of all parties to a complaint. Academic freedom and the related freedom of expression include, but are not limited to, the civil expressions of ideas, however controversial, in the classroom, residence halls, and other teaching and student living environments.

In addition to this Harassment Policy, Duke University and Duke University Health System also provides educational programs to raise the level of understanding about the nature of harassment and ways to prevent its occurrence.

Individuals who wish to file a complaint of harassment or have questions about the harassment policy should contact the Office for Institutional Equity at (919) 684-8222 or visit the OIE website at: <http://www.duke.edu/web/equity/>.

INTER-INSTITUTIONAL AGREEMENTS

Under a plan of cooperation between Duke University and the University of North Carolina at Chapel Hill, North Carolina Central University in Durham, and North Carolina State University in Raleigh, students properly enrolled in the Graduate School of Duke University during the regular academic year, and paying full fees to this institution, may be admitted to a maximum of two courses at one of the other institutions in the cooperative plan. Credit so earned is not considered transfer credit. All inter-institutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered a part of the Duke tuition coverage.

STUDENT ACADEMIC APPEALS PROCEDURES

A student in the School of Nursing who seeks resolution to academic problems is to confer with the faculty of the course and his/her academic advisor(s). If these discussions do not result in plans for problem resolution that are acceptable to the student, then the student may formally appeal. Appeals should adhere to established guidelines which are explained on the School of Nursing website: <http://www.nursing.duke.edu> or can be obtained from the Office of Admissions and Student Services.

CONFIDENTIALITY OF STUDENT RECORDS

Duke University adheres to a policy permitting student's access to their educational records and certain confidential financial information. Students may request in writing review of any information contained in their educational records and may, using appropriate procedures, challenge the content of these records. An explanation of the complete policy on educational records may be obtained from the registrar's office. No information, except directory information, contained in any student record is released to persons outside the university or to unauthorized persons on the campus, without the written consent of the student. It is the responsibility of the student to provide the Office of the Registrar and other university offices, as appropriate, with the necessary specific authorization and consent. Directory information includes name, addresses, telephone listing, date and place of birth, photograph, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent previous educational institution attended. This information may be released to appear in public documents and may otherwise be disclosed without student consent unless a written request not to release this information is received by the Office of Admissions and Student Services and the Office of the Registrar by the end of the second week of classes each term.

COMMENCEMENT

Graduation exercises, including the Duke University School of Nursing Hooding and Recognition ceremony, are held once a year, in May, when degrees are conferred and diplomas issued to students who have completed all requirements. Students who complete degree requirements by the end of the fall or by the end of the summer term receive diplomas dated December 30 or September 1, respectively. There is a delay in the mailing of September and December diplomas because diplomas cannot be issued until approved by the Academic Council and Board of Trustees. All graduates, including those receiving degrees in December and September, are expected to attend both the Hooding and Recognition Ceremony and the graduation exercises in May.

Program Requirements



Program Requirements

REQUIREMENTS FOR THE ACCELERATED BACHELOR OF SCIENCE DEGREE IN NURSING

Completion of the Bachelor of Science in Nursing Program requires the completion of 58 credit hours of study and 1000 hours of clinical experience.

Fall Courses	Credits
N201. Introduction to Professional Nursing and Evidence Based Practice	3
N202. Foundations of Evidence Based Nursing Practice	5
*N330. Selected Topics in Advanced Pathophysiology	3
*N332. Diagnostic Reasoning and Physical Assessment for Advanced Nursing Practice	4
Spring Courses	
N210. Pharmacology and Therapeutic Modalities for Nursing	3
N211. Adult Health Nursing	6
N212. Mental Health Nursing	3
*N308. Applied Statistics	2
Summer Courses	
N220. Nursing Care of the Childbearing Family	4
N221. Pediatric Nursing	4
N224. Leadership and Contemporary Issues	3
*N502. Health Promotion/Disease Prevention	3
Fall Semester	
N230. Nursing Care of Older Adults and Their Families	3
N231. Community Health Nursing	3
N232. Senior Seminar	2
N233. Nursing Specialty Synthesis	4
*N307. Research Methods	3

* Signifies graduate courses and graduate credit

REQUIREMENTS FOR THE MASTER'S DEGREE

Each of the school's majors requires the completion of 39 to 59 units of credit. These units include core courses required of all master's students, the research options, courses in the major, and electives.

Required 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
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
Total	3-6
Total Required Core Courses for all MSN students	14-17

MSN Specialties (Graduate Nursing Programs)

Clinical Research Management

Duke University and Duke University Health Systems are internationally recognized for excellence in research, education and patient care. Graduates from the Clinical Research Management Program at Duke University have an opportunity to access a world-class learning environment and call on resources that are among the best in the nation. The Clinical Research Management Program integrates training from many disciplines to provide a solid program strong in business and financial practices, regulatory affairs, and research management with an emphasis in the management of clinical drug, biological, and device trials. Graduates of this program will be prepared to work in research in industry, service or academic settings. This program is intended to be flexible and conducive to the adult learner. Students complete the core MSN courses plus six specialty courses in the major. The program is rounded out by 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 students needs. A minimum of 39 credits are required for graduation. Coursework includes the following:

Clinical Research Management	Credits
MSN Core Courses	14-17
N351. Scientific Writing	3
N490. CRM: Trials Management	3
N491. CRM: Business and Financial Practices	3
N492. CRM: Regulatory Affairs	3

* Signifies graduate courses and graduate credit

N493. Introduction to Clinical Research Data Management	3
N498. Synthesis of Specialty Practice	4
Electives	6
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	39-42

Health and Nursing Ministries

The Master of Science in Nursing with a major in Health and Nursing Ministries is designed to offer nurses advanced nursing preparation as coordinators of health and nursing ministries while equipping them with a basic theological education offered by the Divinity School. Graduates of this program will be prepared to serve as parish nurses, health systems parish nurse coordinators, care managers, and congregational health nurses. The degree requires the completion of 47 credit hours (or equivalents), including the summer field clinical experience. The typical applicant for this degree will be an accomplished nurse with a desire and aptitude for advanced nursing education that also understands the value of basic theological education. Course-work in the major includes the following:

	Credits
MSN Core Courses	14-17
HNM 15. Congregational Nursing: Foundations of Practice	3
N502. Health Promotion and Disease Prevention	3
HNM 200. Health and Nursing Ministries Residency	3
HNM 290. Seminar on Care and the End of Life: Suffering and Dying Well	3
HNM 300. Seminar in Health and Nursing Ministries	3
Divinity Electives	6
CT 32. Christian Theology	3
CHE 33. Christian Ethics	3
CHE 266. Ethics in Health Care	3
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	42-48

Health and Nursing Ministries – Joint Master of Church Ministries/ Master of Science in Nursing

The MCM/MSN is a joint degree program offered by the Divinity School and the School of Nursing for those students who desire both thorough preparation in advanced nursing practice and theological education. Graduates of this program will be well pre-pared to develop, implement, and coordinate comprehensive parish and community nursing programs. This program requires the completion of 74 semester hours, including 300 hours of clinical field experience. The typical applicant for this degree will be a nurse who sees the need for both advanced clinical education and substantial theological preparation and is interested in advancing the scope of parish nursing practice at a conceptual level. Applicants for this program must meet all requirements for admission to both the Divinity School and the School of Nursing. Courses required for this dual degree include the following:

	Credits
MSN Core Courses	14-17
HNM 15. Congregational Nursing: Foundations of Practice	3
N502. Health Promotion and Disease Prevention	3
HNM 200. Health and Nursing Ministries Residency	3

HNM 290. Seminar on Care and the End of Life: Suffering and Dying Well	3
HNM 300. Seminar in Health and Nursing Ministries	3
Nursing Elective	6
CT 32. Christian Theology	3
CHE 33. Christian Ethics	3
OT 11. Introduction to the Old Testament	3
NT 18. Introduction to the New Testament	3
CH 13. Early and Medieval Christianity	3
CH 14. Modern European Christianity	3
CHE 266. Ethics in Health Care	3
CM Limited Elective	3
Divinity Electives	12
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	73-76

Nursing Education

The Master in Nursing Education is online designed for students who are seeking a master's degree but are unable to pursue a residential program. This program allows students to maintain their nursing positions and personal lives while pursuing a graduate education. The curriculum is delivered using an on-line asynchronous instructional mode (instructional material can be accessed by students anytime, anyplace). However, since it is important for students to work with faculty and peers directly, and to feel part of Duke University, there are scheduled on-campus activities related to specific courses. Students will be able to complete the program in seven semesters. An individualized teaching residency of 150 hours, with a mentor in the clinical/academic area of choice, is the capstone course in the program.

Graduates of the Nursing Education program are prepared for roles in nursing education, staff development, hospital education, continuing education, and practice consultation. Courses in the program include the MSN core course and the following:

	Credits
MSN Core Courses	14-17
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
N359. Independent Study in Scientific Writing	1
N502. Health Promotion Disease Prevention	3
N540. Principles of Classroom Teaching	3
N541. Technology and Curriculum Design	3
N542. Tests and Measurements	3
N498. Synthesis of Specialty Practice	3
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	40-43

Nursing And Healthcare Leadership

The Duke University School of Nursing is committed to creating leaders for all settings in healthcare for the 21st century. The MSN program in Health Care Leadership Nursing is

founded upon strong core and research courses. This foundation is augmented by a series of courses in complex systems, organizational theory, financial management, and outcomes analysis. Students also select a concentration area based upon individual professional interests and goals from acute care to long term care. The minimum number of credits required for graduation is 39. Course work includes the following:

Nursing and Healthcare Leadership	Credits
MSN Core Courses	14
N351. Scientific Writing	3
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
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	39

Nursing Informatics

Graduates of the Nursing Informatics major 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 and can be completed from anywhere in the world! Students are required to participate in 2-courses each semester, as a cohort, and are expected to work in virtual/online teams. A minimum of 39 credits is required for graduation. Course work in the major includes the following.

	Credits
MSN Core Courses	14-17
N409. Overview of Health Care Information Systems	3
N410. Informatics Issues in Nursing Systems	3
N411. Nursing Informatics Theory and Application	2
N412. Health Systems Project Management	3
N413. Informatics Infrastructure for Safe Patient Care	3
N417. Informatics Capstone Seminar	3
N418. Clinical Informatics Residency (418 or 498)	3
N498. Synthesis of Specialty Practice (418 or 498)	3
6 credits of Healthcare Leadership electives	6
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	39-42

MSN–MBA Program

The School of Nursing offers, in conjunction with the Fuqua School of Business, or in collaboration with Meredith College, a joint MSN/MBA degree. The specialty director can provide details of coursework requirements for these programs.

Family, Adult, and Gerontology Nurse Practitioner Majors: Adult Acute Care, Adult Primary Care, Cardiovascular, Oncology, Family and Gerontology

Nurse practitioner majors 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 practitioner majors include adult acute care, adult primary care, cardiovascular, oncology, family, and gerontology. All students take the practitioner core courses, which include pathophysiology, pharmacology, diagnostic reasoning and physical assessment, and management of common acute and chronic health problems (listed below as practitioner core courses). Each of these majors requires specialty course work consistent with the clinical practice of the major. The general pattern includes two courses that are didactic or a combination of clinical and didactic, and a residency course. All family, gerontology and adult nurse practitioner majors have at least 600 hours of clinical experience, the minimum recommended by the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing (the number of clinical hours varies by major). 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 residency includes seminars that encourage the synthesis of clinical learning and the transition to the role of nurse practitioner. The total minimum number of credits required for graduation varies by major. Course work includes practitioner core courses and additional credits including the residency in the major. The minimum number of credits for graduation is 43-48.

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
Total	16
Acute Care Nurse Practitioner	Credits
MSN Core Courses	14-17
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
Total	43-46
Adult Nurse Practitioner-Primary Care	Credits
MSN Core Course	14-17
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3

Clinical Elective	3
Elective	5
Total	43-46
Adult Nurse Practitioner-Cardiovascular	Credits
MSN Core Courses	14-17
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	1-4
Elective	2
Total	45-51
Adult Nurse Practitioner-Oncology	Credits
MSN Core Courses	14-17
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
Total	44-47
Family Nurse Practitioner	Credits
MSN Core Courses	14-17
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
Total	45-48
Gerontology Nurse Practitioner	Credits
MSN Core Courses	14-17
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
Total	44-47

Nurse Practitioner: Pediatric and Neonatal

The neonatal and pediatric nurse practitioner majors 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 Pediatric Nurse Practitioner, Pediatric Acute/Chronic Care Nurse Practitioner, Neonatal Nurse Practitioner and combined Neonatal/Pediatric Nurse Practitioner in Rural Health majors build on core pediatric nurse practitioner courses that include neonatal/pediatric pathophysiology, neonatal/pediatric pharmacology, and neonatal/pediatric physical assessment. Courses in the 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, neonatal/pediatric 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. 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 total clinical hours required for graduation is 600 hours. This meets the requirements of specialty organizations and qualifies the student to sit for certification examinations in the specialty.

Pediatric Advanced 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 Growth, Development and Behavior	3
Total	18
Pediatric Nurse Practitioner	Credits
MSN Core Courses	14-17
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
Total	44-47
Neonatal Nurse Practitioner/Pediatric Practitioner in Rural Health	Credits
MSN Core Courses	14-17
Pediatric Nurse Practitioner Core Courses	18
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
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
N439. Nurse Practitioner Residency: Pediatrics	4
Total	56-59

Neonatal Nurse Practitioner	Credits
MSN Core Courses	14-17
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	4-6
Total	44-49

Pediatric Acute/Chronic Care Nurse Practitioner	Credits
MSN Core Courses	14-17
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	4-6
Total	44-49

Clinical Nurse Specialist

The clinical nurse specialist (CNS) majors 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. Course work includes core courses and credits in the major as listed by individual programs. Elective credits are used to support the major. Core courses include: physical assessment, pharmacology, and pathophysiology. Clinical Nurse Specialist students take courses specific to their specialty areas. The number of courses and clinical hours vary by major; however, each major requires a residency as the capstone course. The minimum number of credits required for the master's degree for CNS students is 41-44.

Clinical Nurse Specialist-Gerontology	Credits
MSN Core Courses	14-17
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3 4
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4 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
N487. CNS Residency	2-4
Total	48-53

Clinical Nurse Specialist-Oncology	Credits
MSN Core Courses	14 – 17
N309. Professionalism in Advanced Practice	3
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
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N478. Clinical Nurse Specialist Residency: Oncology	4*
Electives/Independent Study	3
Total	40-43

Clinical Nurse Specialist-Pediatrics

Credits

MSN Core Courses	14 – 17
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N324. Health Care of Infants and Children in Rural Settings	2
N321. Neonatal and Pediatric Pharmacology	3
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N430. Advanced Concepts in Pediatric Growth, Development and Behavior	3
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N438. Clinical Nurse Specialist Residency: Pediatrics	3
Total	46-49

Clinical Nurse Specialist-Neonatal

Credits

MSN Core Courses	14-17
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N324. Health Care of Infants and Children in Rural Settings	2
N321. Neonatal and Pediatric Pharmacology	3
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N424. Clinical Nurse Specialist Residency: Neonatal	3
N430. Advanced Concepts in Pediatric Growth, Development and Behavior	3
Total	46-49

Clinical Nurse Specialist-Critical Care

Credits

MSN Core Courses	14-17
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Intervention for Advanced Practice	3

* Oncology CNS and NP dual majors need only 2 credits of this course; CNS-only majors need to take 4 credits of this course.

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
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	3-4
N451. Management of Critically Ill Adult Patients II	3-4
N457. Critical Care Clinical Nurse Specialist Residency	3
Electives/Independent Study	3
Total	40-45

Nurse Anesthesia

The Nurse Anesthesia Program 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 program integrates theory, research, physiology, pharmacology, pathophysiology, chemistry, and physics. Students enrolled in the Nurse Anesthesia Program will complete a minimum of 56 course credits, including over 800 clinical hours. In addition to the School of Nursing required core courses, students will take specialty courses required by the Council on Accreditation (COA) of Nurse Anesthesia Educational programs. A postmaster's certificate option is available.

	Credits
MSN Core Courses	14-17
N353. Advanced Physiology	3
N512. Pharmacology of Anesthetic Agents	4
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	3
N518. Advanced Principles of Anesthesia II	2
N519. Advanced Principles of Anesthesia III	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology of Nurse Anesthetists II	2
N524. Physiology and Pathophysiology for Nurse Anesthetists	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 rotations at 1 credit per rotation)	7
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	56-59

Post Master's Certificate Program

The purpose of the post master's certificate program is to provide opportunities for students who already have a masters degree to gain specialized knowledge within a major 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 major. Course requirements for the post-master's certificate for each program are listed below.

CLINICAL RESEARCH MANAGEMENT	Credits
N351. Scientific Writing	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	3
N498. Synthesis of Specialty Practice	4
Total	19
HEALTH AND NURSING MINISTRIES	Credits
HNM 15. Congregational Nursing: Foundations of Practice	3
HNM 200. Health and Nursing Ministries Residency	3
HNM 290. Seminar on Care and the End of Life: Suffering and Dying Well	3
HNM 300. Seminar in Health and Nursing Ministries	3
CT 32. Christian Theology	3
CHE 33. Christian Ethics	3
CHE 266. Ethics in Health Care	3
Divinity Electives	6
Total	27
NURSING EDUCATION	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
N359. Independent Study in Scientific Writing	1
N502. Health Promotion Disease Prevention	3
N540. Principles of Classroom Teaching	3
N541. Technology and Curriculum Design	3
N542. Tests and Measurements	3
N498. Synthesis of Specialty Practice	3
Total	26
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
Total	16
INFORMATICS	Credits
N409. Overview of Healthcare Information Systems	3
N410. Informatics Issues in Nursing Systems	2
N411. Nursing Informatics Theory and Application	3
N412. Health Systems Project Management	2
N413. Informatics Infrastructure for Safe Patient Care	3

N417. Informatics Capstone Seminar	2
N498. Synthesis of Specialty Practice	3
Total	15

ACUTE CARE

<i>Nurse Practitioner</i>	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
N450. Management of Critically Ill Adult Patients I	4
N442. Sexual and Reproductive Health	2
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Acute Care	3
Total	29

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
Total	17

CLINICAL NURSE SPECIALIST-CRITICAL CARE

	Credits
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Intervention for Advanced Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	3-4
N451. Management of Critically Ill Adult Patients II	3-4
N457. Critical Care Clinical Nurse Specialist Residency	3
Total	24-26

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 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
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
Clinical Elective	3
Elective	3
Total	27
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 and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N442. Sexual and Reproductive Health	2
N334. Managing Common Acute and Chronic Health Problems II	3
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
Total	29-33
ADULT NURSE PRACTITIONER-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
Total	16
FAMILY NURSE PRACTITIONER	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
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family	4
Total	28
FAMILY NURSE PRACTITIONER for NP'S	Credits
N441. Child Health in Family Care	4
N449. Nurse Practitioner Residency: Family	4
Total*	8*

* Additional coursework may be required after a review of the official transcript.

GERONTOLOGICAL NURSING

<i>Nurse Practitioner</i>	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
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
Total	28

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
Total	16

Clinical Nurse Specialist

	Credits
N309. Professionalism in Advanced Practice	3
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
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
N487. CNS Residency	2-4
Total	30-32

ONCOLOGY NURSING

<i>Nurse Practitioner</i>	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
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult 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
Total	28

ONCOLOGY for NP'S

Credits

N470. Oncology Nursing I Epidemiology and Pathpphysiology	3
N471. Oncology Nursing II. Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology	3
Electives	6
Total	15

Clinical Nurse Specialist

Credits

N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Intervention for Advanced Practice Nursing	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N478. Clinical Nurse Specialist Residency: Oncology	4
Total	23

NEONATAL NURSING

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 Growth, Development and Behavior	3
Total	30-32

Clinical Nurse Specialist

Credits

N309. Professionalism in Advanced Practice	3
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
N424. Clinical Nurse Specialist Residency: Neonatal	3
N430. Advanced Concepts in Pediatric Growth, Development and Behavior	3
Total	32

PEDIATRIC NURSING

<i>Pediatric Nurse Practitioner</i>	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 Growth, Development and Behavior	3
N439. Nurse Practitioner Residency: Pediatrics	4
Total	30

<i>Pediatric Acute/chronic Care Nurse Practitioner</i>	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N324. Health Care of Infants and Children in Rural Settings	2
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Growth, 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
Total	30-32

<i>*Pediatric Acute/Chronic Care for PNP'S</i>	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
Total	12

* Applicants may be required to take additional coursework if their PNP programs did not include essential pediatric-focused content in pathophysiology, pharmacology, physiological monitoring, development, and access to care issues for children/families.

<i>Accelerated Pediatric Acute Care NP for FNP's</i>	
N329 Neonatal and Pediatric Pathophysiology for the FNP	3
N431 Advanced Concepts in Pediatric Growth and Development for the FNP	3
N429 Management of Acute and Chronic Health Conditions in Infants, Children, and Adolescents	6
Total	12
<i>Clinical Nurse Specialist</i>	Credits
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N324. Health Care of Infants and Children in Rural Settings	2
N331. Clinical Pharmacology and Interventions for Advanced Practice Nursing	3
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N430. Advanced Concepts in Pediatric Growth, Development and Behavior	3
N438. Clinical Nurse Specialist Residency: Pediatrics	3
Total	32
NEONATAL NURSE PRACTITIONER/PEDIATRIC NURSE PRACTITIONER IN RURAL HEALTH	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. Physiological 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
N430. Advanced Concepts in Pediatric Growth, Development and Behavior	3
N439. Nurse Practitioner Residency: Pediatrics	3
Total	41
NURSE ANESTHESIA	Credits
N353. Advanced Physiology	3
N512. Pharmacology of Anesthetic Agents	4
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	3

N518. Advanced Principles of Anesthesia II	2
N519. Advanced Principles of Anesthesia III	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology for Nurse Anesthetists II	2
N524. Physiology and Pathophysiology for Nurse Anesthetists	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 rotations)	7
Total	42

Courses of Instruction



Courses of Instruction*

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. Fall. 3 credits.

202. Foundations of Evidence Based Nursing Practice. Focuses on the application of critical thinking and reasoning to the core competencies needed for nursing situations. Uses decision support system in evidence based practice. Clinical experiences in skills laboratory and selected health care facilities provide students the opportunity to practice basis psychomotor skills and therapeutic interventions for patients with health alterations across the lifespan. Fall. 3 credits.

210. Pharmacology and Therapeutic Modalities for Nursing. Focus on principles of pharmacology and drug therapies including nursing implications, genetic and social-cultural factors. Explores drug information resources and alternative therapies to pharmacologic intervention. Spring. Prerequisites: Nursing 201, 202, 330 and 332. 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

* Course offerings and content subject to change. Course availability is dependent on enrollment. For courses in Health and Nursing Ministries, see the end of this chapter..

outcomes in collaboration with other health team members. Spring. Prerequisites: Nursing 201, 202, 330 and 332. Prior or current enrollment Nursing 210. 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. Spring. Prerequisites: Nursing 201, 202, 210, 330 and 332. 3 credits.

220. Nursing Care of the Childbearing Family. Focuses on nursing care of the childbearing family from preconception through postpartum, including genetics and care of the normal neonate. The clinical component includes nursing care in acute and primary care settings as well as a prenatal education. Summer. Prerequisites: Nursing 211 and 212. Enroll concurrently with Nursing 221. 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 children with special needs. Summer. Prerequisite: Nursing 211. Taken concurrently with Nursing 220. 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. Prerequisite: Nursing 211.

230. Nursing Care of Older Adults and Their Families. 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 and family care services in assisted living and long term care facilities. Fall. Prerequisites: Nursing 220, 221, 222, 223 and 502. Concurrent with Nursing 231. 3 credits.

231. Community Health Nursing. Focuses on the synthesis of population-based health and public health concepts to promote, maintain and restore health to families, populations and communities. Community assessment, risk identification and application of community health nursing strategies are emphasized and applied in the clinical component. Fall. Prerequisites: Nursing 220, 221, 222, 223 and 502. Concurrent with Nursing 230. 3 credits.

232. Senior Seminar. Focuses on the integration of behaviors essential for the role transition from student to professional nurse. Fall. Prerequisite: N233 Co-requisite. Nursing 233. 2 credits.

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. Fall. Prerequisite: N232 Co-requisite. 4 credits.

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. Fall, Spring, Summer. 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. Fall, Spring, Summer. 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, Spring, Summer. 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. Fall, Spring, Summer. 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. Fall. 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. Fall, Spring, and Summer. Prerequisite or concurrent: Nursing 307 and 308, 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. Students gain practical research skills and experience through working on an active research protocol under the guidance of a faculty member for a minimal of 60 - 90 hours. This course can be taken in lieu of or in addition to N312 Research Utilization, N314 Thesis, or N313 Non-thesis requirements. 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 320 and 336 and consent of instructor. 321 and 430 (may be taken concurrently). 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 320, 321, 322, 336 and 430 and consent of the instructor. 324 (may be taken concurrently). 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 centered care. Issues of access and limitation to 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. Summer. Prerequisite: Nursing 320, 321 or permission of instructor. 2 credits.

329. Neonatal and 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 of differentiate normal from abnormal findings in patients from birth through eighteen years. Fall. 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. Fall, spring. 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, summer (on-line). Prerequisite: Nursing 330. 3 credits.

332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. The 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. Online course has 4 required campus-based sessions. Consent of instructor required. Fall, Campus. Spring, Online. Prerequisite or concurrent: Nursing 330 and current BCLS certification. 4 credits.

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 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. Spring, Summer—104 clinical hours. Prerequisites: Nursing 330 and 332. Prerequisite or concurrent: 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 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. Summer, Fall—104 clinical hours. Prerequisites: Nursing 330, 331, 332, and 333. 3 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. Scientific Writing. This course provides a review of the principles and practice of scientific writing, with emphasis on research proposals, theses, other scientific papers, and articles for publication. This course will focus on writing techniques for scientific documents prepared in drug development, biotechnology and contract research 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. Fall, Spring, Summer. 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. Spring. 3 credits.

357. Physiologic Monitoring and Advanced Practice Procedures. This year long course provides the student with an in depth understanding of selected invasive and non-invasive physiologic monitors and advanced practice procedures used in clinical settings with pediatric and neonatal patients. On campus sessions in the laboratory are required. Prerequisite or Concurrent: Students must be enrolled in one of the pediatric graduate majors in the Duke University School of Nursing. Fall. 3 credits.

359. Selected Topics or Independent Study. Fall, Spring, Summer.

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

404. Health 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. Summer (on-line). 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. Spring (distance-based). 3 credits.

407. Persuasive Presentations in Health Care. 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. Fall (distance-based). 1 credit.

408. Effective Meeting Management in Health Care. 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. Summer (distance-based). 1 Credit.

409. Overview of Health Care Information Systems. This course provides an overview of historical, current and emerging information systems in health care. Multiple systems, vendors, processes and organizations will be studied. Students will learn features and functions that are common to most health care information systems. Criteria, tools and methods for evaluating health care information systems will be explored. The course also explores the anticipated impact of a National Health Information Infrastructure (NHII) for improving population-based health outcomes. Spring (distance-based). 3 credits.

410. Informatics Issues in Nursing Systems. This course examines a variety of informatics standards and issues within complex healthcare systems. Content is directed toward assisting the student to understand relationships between the current state of patient care and complex issues involved in clinical informatics practice. Organizational, professional, policy, ethical, social, cultural, economic, and legal issues are among the many issues discussed. Spring (distance-based). Prerequisite or Concurrent: Nursing 409. 3 credits.

411. Nursing Informatics Theory and Application. This course is concerned with the intersection of clinical science, computer science, and information/decision science, and examines both theoretical and practical considerations that impact informatics applications in health care. Content builds upon important issues in informatics, and adds theoretical content that is directed toward assisting the student to understand data-information-knowledge processing as it relates to clinical expertise, decision-making and patient care outcomes. Other theories that provide an organizational and software development context for clinical informatics are also covered. Change theory is pervasive in informatics practice and is covered with the project management course. Summer (distance-based). Prerequisites: Nursing 409 and 410. 2 credits.

412. Health Systems Project Management. This course is designed to leverage health care providers' expertise in facilitating both strategic planning and management of complex projects in health care organizations. Content focuses on project management throughout the systems lifecycle, and implements these skills in a health-related web site development project to demonstrate and reinforce concepts learned. Summer (distance-based). Prerequisites: Nursing 410 and 411. 3 credits.

413. Informatics Infrastructure for Safe Patient Care. This course is designed to facilitate the design and development of informatics solutions for real-world problems of providing safe patient care. Students will learn tools and strategies for domain modeling and building data-to-outcome information system components that require knowledge of informatics issues, standards, and relevant theories as well as evidence-based quality improvement strategies. Fall (distance-based). Prerequisites: Nursing 410, 411 and 412. 3 credits.

417. Capstone Seminar in Clinical Informatics Practice. This final capstone seminar course is designed to help graduating students synthesize prior learning as they transition from the academic environment into new professional roles in nursing and clinical informatics. The course will simultaneously facilitate tools to assist with a new job search while focusing seminar discussion on relevant hot topics in informatics that require students to use critical and creative thinking skills that synthesize program content, clinical expertise, and personal values. Spring (distance-based). Prerequisites: Nursing 412 and 413. 2 credits

418. Clinical Informatics Residency. The residency course will develop independent problem solving skills in the synthesis of advanced practice nursing knowledge and informatics knowledge and skills. Residency experiences are completed with the guidance and mentoring of a practicing informatics specialist. The student's learning experiences and informatics project/s will be devised and supervised by the student in consultation with the preceptor and course professor. Spring (distance-based). Prerequisites: Nursing 412, and 413. 3 credits

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 I, II, and III newborn units as well as follow-up clinics and transport. 4 to 6 units. Fall, Spring, Summer. 400 to 600 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 3 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.

430. Advanced Concepts in Pediatric Growth, Development and Behavior. This course focuses on developmental issues in the advanced practice of pediatric nursing and will address the normal cognitive, motor, social/emotional and language development along with the usual developmental challenges of each age group. The implications of developmental stage, level of developmental skill, developmental problems and developmental theories important to the understanding of each stage will be utilized as they relate to health supervision and the management of illness by the nurse practitioner. Spring. Prerequisite: Nursing 336 or consent of instructor. 3 credits.

431. Advanced Concepts in Pediatric Growth and Development for the 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 and personal/social domains from infancy through adolescence. Fall. 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 and Spring. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, and 440. 4 credits.

442. Sexual and Reproductive Health. This course focuses on women and men from adolescence through maturity within the context of their sexual and reproductive development. It addresses prenatal and postnatal 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. The 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. Fall and Spring. 104 clinical practice hours in direct patient care are required for family nurse practitioner majors: Prerequisites: Nursing 330, 331, 332, 333, and 334; for other majors: Nursing 332. Variable credit (2 - 4 credits depending on specialty).

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. Variable credit. Fall, spring, summer. 400 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 440, 441, and 442.

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. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 4 credits.

451. Management of Critically Ill Adult Patients II. Focuses on pathophysiological mechanisms (neurologic, endocrine, abdominal, trauma), clinical decision-making, and treatment modalities for the management of health problems seen in acutely/critically ill patients. Consent of instructor required. Spring. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, and 450. 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, sexual 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. Fall (on-campus only). 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. Fall, Spring, Summer. Prerequisites: Nursing 330, 331, 332, 333, 334, 450, and 451. 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, 334, and 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. Fall. Prerequisites: Nursing 330, 331, 332, 333 and 334; concurrent: Nursing 331 and 333. 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. Weekly seminars focus on paradigm cases from clinical practice and provide students opportunities for experience in making case presentations. Spring. 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. Fall. 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 the epidemiology, pathophysiology, and biobehavioral aspects of cancer across the 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. Case management and case studies are used to explore clinical problems. Summer. 104 clinical hours. Prerequisite: Nursing 470. 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. 2 to 4 units. Fall, spring, summer. 200 to 400 residency hours. Prerequisites: Nursing 330, 331, 332, 470, and 471. Variable credit.

479. Nurse Practitioner Residency: Adult Oncology. Supervised practice in adult oncology nursing. Management of the care of patients with cancer in ambulatory and inpatient settings. Development of the domains and competencies of nurse practitioner practice in oncology 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, 334, 442, 470, and 471. 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. Fall and Spring. 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. Emphasizes assisting patients with life-limiting illnesses and their families to maintain the best quality of life by integrating psychosocial and ethical issues in the assessment and management of illness. Knowledge in pathophysiology and pharmacological management are systematically integrated. Goals of care are to assist patients and their family 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 framework for this course. Fall. Prerequisites Nursing: Adult majors: 330; Pediatric majors: 320, Co-requisites Nursing: Adult majors: 331; Pediatric majors: 321. 3 credits.

487. Clinical Nurse Specialist Residency: Gerontology. 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 domains and competencies of nurse specialist practice. Students will practice in sites that are compatible with their professional goals and/or practice needs. 2-4 units. Fall, Spring, and Summer. 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, 442, 480, and 481. 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 material. 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 (on-line). 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 (on-line). 4 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 (on-line). 3 credits.

498. Synthesis of Specialty Practice (Clinical Research Management, Education, Informatics, or Nursing and Healthcare Leadership, Leadership in Community Based Long Term Care). 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. Fall, Spring or Summer. 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. Fall and Summer (ABSN only). 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. 4 credits.

513. Basic Principles of Anesthesia. Focuses on basic principles of comprehensive perioperative patient assessment, operating room preparation, interpretation of preoperative data, diagnostic reasoning, and perioperative documentation. The anesthesia machine and adjunct equipment, airway management, positioning, and basic concepts of anesthetic administration are also presented. Consent of instructor required. 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 profiles of these drugs will be examined. Spring. 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. Summer. 3 credits.

517. Advanced Principles of Anesthesia I. Addresses anesthetic principles associated with specific specialty procedures and management of patients with special problems. Advanced airway management techniques are taught. Principles and anesthetic management for orthopedic, abdominal, gynecology, EENT, and genitourinary procedures are presented. Specific anesthetic considerations and management principles for pediatric and geriatric populations are presented. Consent of instructor required. Summer. 2 credits.

518. Advanced Principles of Anesthesia II. Addresses anesthetic principles associated with specific specialty procedures and management of patients with special problems. Principles and anesthetic management for transplants, obstetric, plastic, burns, cardiovascular, thoracic, neurosurgical, and trauma procedures are presented. Use of advanced physiologic monitoring during anesthetic management is addressed. Consent of instructor required. Fall. 3 credits.

519. Advanced Principles of Anesthesia III. Focuses on nurse anesthesia scope of practice. Pharmacological, anatomical, and technical considerations for the administration and management of selected regional blocks for anesthesia and perioperative pain control is emphasized. Consent of instructor required. Summer. 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. Spring. 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. 2 credits.

524. Physiology and Pathophysiology for Nurse Anesthetists. A study of the physiology and pathophysiology governing respiratory, cardiovascular, neurological, hematological, and renal systems. The course focuses on developing an advanced knowledge base to understand normal physiological and pathophysiological phenomena as it relates to anesthesia practice. 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. Fall. 3 credits.

529. Clinical Anesthesia Practicum. 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. 1-5 days/week. Fall, Spring, Summer. 1 credit per rotation.

531. Medical Spanish and Cultural Competency for Health Care Beginner Level I. Conversationally focused language course designed to develop beginning cultural competency and beginning language skills in medically focused Spanish language. The course is appropriate for anyone who works in the health care field and wants to acquire a basic level of medical Spanish. 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. Fall, Spring, Summer. 1 credit.

532. Medical Spanish and Cultural Competency for Health Care Beginner Level II. Conversationally focused language course designed to build on the beginning cultural competency and beginning language skills from medically focused Spanish language acquired in Beginner Level I. The course is appropriate for anyone who works in the health care field, has previous background in basic Spanish, and wants to acquire more skill in medical Spanish. 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. Fall, Spring, Summer. 1 credit.

533. Medical Spanish and Cultural Competency for Health Care Intermediate Level I. Conversationally focused language course designed to build on the cultural competency and language skills from medically focused Spanish language acquired in Beginner Level II. The course is appropriate for anyone who works in the health care field, has completed two or more courses in basic Spanish, and wants to acquire more skill in medical Spanish. Conversational Spanish as spoken in Latin America is emphasized. The class is conducted as much as possible in Spanish, and students are expected to have mastered the content in Nursing 531 and Nursing 532. Aspects of Latin American culture, especially those most pertinent to health care, are included in each lesson. Fall, Spring, Summer. Prerequisites: Nursing 531, 532, advanced basic Spanish, or consent of instructor. (Medical vocabulary is not a prerequisite.) 1 credit.

534. Medical Spanish and Cultural Competency for Health Care Intermediate Level II. Conversationally focused language course designed to develop advanced language skills in medically focused Spanish. The course is appropriate for anyone who works in the health care field, has already progressed in Spanish language to an intermediate level, and wants to advance their Spanish language skills toward fluency. Conversational Spanish as spoken in Latin America is emphasized, and the class is conducted almost entirely in Spanish. Aspects of Latin American culture, especially those most pertinent to health care, are included in each lesson. Fall, Spring, Summer. Prerequisites: Nursing 533, intermediate Spanish, or consent of instructor. (Medical vocabulary is not a prerequisite.) 1 credit.

540. Principles of Clinical and Classroom Teaching. One of three educational cognate courses that introduces student to clinical and classroom teaching. Summer (on-line). 3 credits.

541. Technology and Curriculum Design. Prepares nurse educators to develop curriculum through an exploration of the factors influencing the development of curricula and analysis of essential components for curriculum development with emphasis on integration of technology for program delivery. Fall (on-line). Prerequisite: Nursing 540. 3 credits.

542. Tests and Measurements. Prepares nurse educators to assess learning through the applications of measurement concepts including educational statistics for testing, principles for test construction and guidelines for item analysis and interpretation. Techniques for evaluation of classroom and clinical learning are explored as well as construction of test plans reflecting curriculum and course content. Fall (on-line). 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 principles of research for human subjects research. Discusses topics such as descriptive, quasi-experimental, and experimental designs with analysis of related threats to internal and external validity. Introduces issues related to hypothesis formulation in nursing research, hypothesis testing, sampling, trajectory analysis, statistical power, control and comparison groups, stratification and factorial designs, and measurement. Permission of department required. 3 credits.

603. Statistical Analysis I: The General Linear Model. Conceptual and methodological issues involved in the analysis of survey and clinical data using linear regression analysis. Topics include: estimating and interpreting regression coefficients; significance testing, statistical control, casual modeling (path analytic) techniques; and analysis of variance and analysis of covariance. Examines violations of model assumptions with emphasis on nursing research questions and concrete tasks facing an investigator planning and executing a study. The student will apply concepts by analyzing actual data. Permission of department required. 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 students subsequent research activities. Prerequisite: Statistical Analysis I: GLM (or equivalent). Permission of department required. 3 credits.

605. Longitudinal Methods. Focus is on standard regression models used in analysis of longitudinal (survey and clinical) data. Teaching examples cover linear, ordinal, binary, and count outcomes using linear and nonlinear mixed models and survival models. Topics

include: estimating and interpreting regression coefficients; assessing model fit; and significance testing using SAS procures. 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 and Statistical Analysis Categorical (or equivalent). Permission of department required. 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.

607A. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness and Care Systems. First semester of a two-semester overview of science and research in chronic illness and care systems. Introduction to research conducted by nursing faculty and key external faculty in related disciplines. Topics include human responses to chronic illness and care systems with which individual and groups interact in dynamic, multidimensional ways over time to change illness trajectories. Examination of nursing interventions and systems of care for their ability to reduce illness burden, improve care delivery, and enhance quality of life. Students explore competing theoretical perspectives in a substantive area and how each would guide research developing a conceptual framework for an empirical study. Permission of department required. 3 credits

607B. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness and Care Systems. Second semester of a two-semester overview of science and research in chronic illness and care systems. Introduction to research conducted by nursing faculty and key external faculty in related disciplines. Topics include human responses to chronic illness and care systems with which individuals and groups interact in dynamic, multidimensional ways over time to change illness trajectories. Examination of nursing interventions and systems of care for their ability to reduce illness burden, improve care delivery, and enhance quality of life. Students explore competing theoretical perspectives in a substantive area and how each would guide research, developing a conceptual framework for an empirical study. Consent of department required. 3 credits.

608A. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness and Care Systems. First semester of a two-semester in-depth study of topics in trajectories of chronic illness and care systems (e.g. prevention, symptom management, and physical/mental disability and function, sleep, informal caregiving and related nursing and care system interventions). Other topics relate to nursing scholarship such as scientific writing, authorship and publication issues, oral research presentation, research ethics, human subjects issues. Students write a synthesis of research literature. Students also examine and synthesize critical theoretical, substantive, and methodological issues in preparation for qualifying examination. Prerequisite: Nsg Sci I: Chr Ill and Care Sys. Permission of department required. 3 credits.

608B. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness and Care Systems. Second semester of a two-semester in-depth study of topics in trajectories of chronic illness and care systems (e.g. prevention, symptom management, and physical/mental disability and function, sleep, informal caregiving and related nursing and care system interventions). Other topics relate to nursing scholarship such as scientific writing,

authorship and publication issues, oral research presentation, research ethics, human subjects issues. Students write a synthesis of research literature. Students also examine and synthesize critical theoretical, substantive, and methodological issues in preparation for qualifying examination. Prerequisite: Nsg Sci I: Chr Ill and Care Sys. Consent of department required. 3 credits.

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

609B. Doctoral Seminar in Nursing Science III: Dissertation. Second semester of a two semester course. 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 student 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. Consent of department required. 3 credits.

HEALTH AND NURSING MINISTRIES COURSES

HNM 15. Congregational Nursing: Foundations of Practice. This course provides basic introduction to Health Ministries and Congregational Nursing. The course discusses congregational nursing as both a ministry of the church and a subspecialty of professional nursing. The various roles of the congregational nurse are explored, including: health educator, health counselor, referral agent, coordinator of volunteers, facilitator of programs, integrator of faith and health, advocate on behalf of members, and supporter during times of transition and stress. Students integrate the theological dimensions, social perspectives, and principles of health promotion and maintenance within faith communities as they learn to create meaningful congregational nursing ministries. Consent of instructor required. Fall. 3 credits.

HNM 200. Health and Nursing Ministries Field Experience. Provides the student with the opportunity to implement the nursing component of health ministry within a faith community. The student integrates the theological dimensions of faith while utilizing skills in individual and group assessment, principles of health education, and program planning and evaluation. Students have the opportunity to develop a continuity relationship within a specific faith community. The field experience includes 300 hours over three semesters with weekly seminars. Fall, Spring, Summer. Prerequisites: Nursing 500 and 501. 3 credits.

HNM 290. Seminar on Care at the End of Life: Suffering and Dying Well. Students examine contemporary efforts to recover ancient practice of *ars moriendi*, the “art of dying.” Students examine the phenomena of chronic illness, suffering and dying from a variety of historical, biblical, theological, medical-physiological and psychosocial perspectives. Students also examine contemporary modalities of care for persons at the end of life, including tertiary palliative care, the hospice movement, and ancillary “death with dignity” organizations. Course goals include developing the student’s ability to imagine ways of caring for individuals with chronic and terminal illness. Fall. 3 credits.

HNM 300. Seminar in Health and Nursing Ministries. Students' work toward the development of a philosophy of faith-based healthcare grounded in the core practices and the corresponding central theological commitments of their respective religious communities. Under the leadership of faculty from both the School of Nursing and the Divinity School, students analyze contemporary theories and practices of healthcare; particular attention given to the complex relationship between faith and health. Spring. 3 credits.

Financial Aid



Financial Aid

In today's economy, many students not only find it necessary to work while attending graduate school, but often seek financial assistance in the form of scholarships and loans. Most of our academic programs accommodate both part-time and full-time students. Financial aid counseling and resources are available for both prospective and matriculated students of the School of Nursing. The application procedures for scholarships, traineeships, and loans are outlined below.

Application. General information about scholarships and financial aid will be included in the application packet. A prospective student who desires to be considered for financial aid (traineeships, scholarships, or loans) should indicate this on the application form for admission. All decisions regarding financial aid awards will be made in writing directly to the student. Applications for the Free Application for Federal Student Aid (FAFSA) can be made directly on-line to www.fafsa.ed.gov. Instructions on how to complete the FAFSA can be found on the School of Nursing's web site: <http://www.nursing.duke.edu>. Applications may also be obtained from the School of Nursing Office of Financial Aid.

Student Budget. A student budget is established as a basis for evaluating financial need. This includes tuition, based on full-time enrollment for a 12-month period, required fees and health insurance, room and board, books, miscellaneous educational needs and modest personal expenses. If a student is enrolled in part-time study, the budget is prorated. No allowance is made for car payments, time payments on personal purchases, appliances, or other consumer debts. In no case will financial aid, combined with the student's financial resources, exceed the School's approved student budget.

Adjustments to Aid Award. At any time after the financial aid application has been submitted, or an award made, upward adjustment may be made by the School if a student's estimated resources cease to exist or fail to materialize. Similarly, if a student receives funds that were not anticipated at the time of application, the financial aid award will be reduced accordingly.

Duke Employee Educational Assistance and the Department of Nursing Reimbursement. Duke University Hospital provides this opportunity as part of a commitment to excellence in advanced nursing preparation. Please visit the HR website for more information on this program: www.hr.duke.edu/benefits/education/assistance.html.

School of Nursing Scholarships

The Duke University School of Nursing awards two types of scholarships to degree or post-master's certificate students: merit scholarships and need-based scholarships. School of Nursing scholarships are not awarded to non-degree or special students.

Merit Scholarships are awarded on a competitive basis to outstanding degree or post-master's certificate applicants who meet the eligibility criteria. These scholarships are awarded to entering students during their first semester as a degree or certificate student. Once awarded, the scholarship covers a fixed percentage of tuition costs for the student's entire program of study (provided the student remains in good standing). Merit scholarship applications are part of the application packet. Applications may also be obtained from the Office of Admissions and Student Services before the application deadline date for the appropriate semester in which the student seeks admission as a degree or post-master's certificate candidate (e.g. March 1 for Summer and Fall semesters; October 1 for Spring semester).

Need-based Scholarships are awarded to master's or post-master's certificate students who have demonstrated need for financial assistance. Students are first required to submit the Free Application for Federal Student Aid (FAFSA). The report generated from the FAFSA is used to establish eligibility for need-based scholarships and loans (see section on loans). Unlike merit applications, need-based scholarships may be applied for at any time before the end of drop/add. Once awarded, the scholarships cover a fixed percentage of tuition costs for the student's entire program of study, provided the student remains in good standing and provided the student's financial status has not changed. Students are expected to notify their designated School of Nursing Financial Aid Officer in the Office of Financial Aid, if the student's financial circumstances change and the need-based scholarship requires adjustment.

Sources of School of Nursing Scholarships. The School of Nursing receives scholarship funds from a variety of sources and benefactors. These sources are listed below. However, all scholarship funds are *ipooled* to ensure student scholarships can be funded for the duration of the student's eligibility. When a student completes a FAFSA with the intention of applying for Need-Based Scholarship assistance, he/she is applying for and is considered for all scholarships in the *ipool* for which they qualify. They need not apply for a specific scholarship fund. The *ipool* approach ensures that the student 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 School of Nursing. This scholarship provides assistance to worthy students based on merit as well as financial need.

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.

Laurel Chadwick Gerontological Nursing Scholarship. This endowed fund was established in 1997 by Harry (T 1950, L 1953) and Laurel (B.S. - NED 1953) Chadwick to recognize the Chadwicks' long standing interest in the school. Laurel Chadwick has had a life-long career in and commitment to care of the elderly, including administering long-term care facilities and rehabilitation centers. She is an Emeriti member of the School of Nursing Advisory Board and has had a particular interest in working with the faculty on

issues related to gerontological nursing. Awards from this fund are made to students in the Gerontological Nurse Practitioner specialty based on merit and financial need.

Class of 1954 Scholarship. This endowed fund was established in 1998 by members of the 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 nursing class of 1968. Nancy's husband Peter and their daughter are graduates of Duke. The fund benefits 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.

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 Ph.D. 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.

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.

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.

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

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.

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 McLead (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.

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. Ultimately, the goal is to raise enough to provide a full tuition scholarship for one minority student per year.

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 class of 1963 and a Duke Hospital and Duke Clinic nurse throughout her career. The fund will benefit students based on merit and need.

School of Nursing Loyalty Scholarship. The Alumni Association of the Duke University School of Nursing established this endowed fund in recognition of the school's outstanding program. Awards are made to worthy students based on need.

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

The Dr. Scholl Foundation Scholarship. These scholarship gifts are proposed each year to the Foundation that was established by William M. Scholl, M.D. The 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 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, Associate Dean for Research at 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 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 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 they 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.

Other Scholarships

The Graduate and Professional School University Scholars Program. Designed to stimulate an interdisciplinary, intergenerational community of scholars, the University Scholars Program was created in 1998 with a gift from Duke University Trustee Melinda French Gates and her husband Bill Gates, through the William H. Gates Foundation. These students are chosen based on their outstanding personal and academic merits and participate in regular interdisciplinary events throughout their academic career.

Other Scholarships. In an effort to assist students with outside scholarship opportunities, each semester the Office of Financial Aid distributes a scholarship newsletter which can be found on the School of Nursing website at: www.nursing.duke.edu. Scholarship announcements and reminders are also distributed via email to all students as needed. Many of our students are recipients of the NC Nurse Scholars Program and the NC Health Science and Mathematics Loan Program, just to name a few. Please contact the Office of Financial Aid for more information or visit the School of Nursing website: <http://www.nursing.duke.edu>.

Traineeships

The school submits an application for traineeship grants to the U.S. Department of Health and Human Services each year. If the application is approved and funded, traineeship awards are made to students according to traineeship guidelines. Due to the specific requirements of the traineeships, applications are provided to all students at the beginning of the fall semester (in conjunction with the funding from the Department of Health and Human Service. Please contact the Office of Financial Aid for further details.

Loans

United States citizens or resident aliens who are accepted for enrollment or who are enrolled and maintaining satisfactory progress may apply for a loan through the School of Nursing Office of Admissions and Student Services. The types of loans available are:

Federal Stafford Loans (Subsidized and Unsubsidized). Federal Stafford loans are available to all students interested in using low interest loans to subsidize the cost of their education. Eligibility for Stafford loans is determined by the Office of Financial Aid. Loans that do not accrue interest while the student is in school are called Subsidized Stafford loans. Student must demonstrate a financial need to be eligible for the subsidized portion. Unsubsidized Stafford loans are available to all students, regardless of need and will accrue interest during the entire life of the loan. Payment of both subsidized and unsubsidized Stafford loans may be deferred while the student is in school and is given a 6 month grace period following graduation. Students must complete a Free Application for Federal Student Aid (FAFSA) at www.FAFSA.ed.gov to be considered for Federal Stafford loans. A Student Aid Report will electronically be sent to the school when a student enters the Duke University School of Nursing school code, E00162. Students will be notified of their Federal Stafford loan award in writing from the Office of Financial Aid following receipt of a Student Aid Report.

Federal Perkins Loans. A Federal Perkins Loan is a low-interest (5 percent) loan for both undergraduate and graduate students with exceptional financial need. Duke University is the lender of the loan and the loan is made with government funds with a share contributed by the school. This loan must be repaid to Duke University unless you qualify for the Perkins cancellation benefits. A full-time nurse or medical technician providing health care services may have up to 100% of the loan forgiven. The funding level for the Federal Perkins Loan is different each academic year and is not guaranteed. Students must complete a Free Application for Federal Student Aid (FAFSA) at: www.FAFSA.ed.gov to be considered for a Federal Perkins Loan.

Nursing Education Loan Repayment: *The Nursing Education Loan Repayment Program (NELRP)* offers registered nurses substantial assistance to repay educational loans in exchange for service in eligible facilities located in areas experiencing a shortage of nurses. For two years of service, the NELRP will pay 60 percent of the participant's total qualifying loan balance; for three years of service, the NELRP will pay 85 percent of the participant's total qualifying loan balance. Some examples of eligible loans are: Federal Stafford Loans, Federal Perkins Loans, Nursing Student Loans and Supplemental Loans for Students. Additional information on this program and information on types of eligible facilities can be found at the NELRP web site: <http://bhpr.hrsa.gov/nursing/loanrepay.htm> or by calling them toll free at 1-866-813-3753.

National Health Service Corps Scholarship Program (NHSC): *The National Health Service Corps (NHSC) Scholarship Program* is a competitive Federal program, which awards scholarships to students pursuing primary care health professions training. The Scholarship consists of payment for tuition, fees, other reasonable educational costs, and a monthly support stipend. In return, the students agree to provide one year of service in the HPSA (Health Profession Shortage Area) of greatest need to which they are assigned for each school year or partial school year of scholarship support received, with a minimum 2-year service commitment, maximum four-year commitment. Additional information on this program can be found at the NHSC web site: <http://nhsc.bhpr.hrsa.gov>.

Duke University Health System Nursing Education Loan Payment Program. The Duke University Health System provides payment of up to \$33,000 to be used to repay loans that were borrowed for educational expenses while attending the Duke University School of Nursing's Accelerated BSN Program. Students must commit and sign contract before end of first semester enrolled (fall). Payment is offered to Accelerated BSN graduates who work full-time in a Duke University Health System clinical setting for three years. The amount of the award is prorated for one and two years of full-time service. For more information, please contact the Office of Financial Aid.

Tuition and Fees



Tuition and Fees

Tuition for the Duke University School of Nursing Graduate Program is currently \$785 per graduate (300 level and above) credit hour and \$619 per undergraduate (200 level) credit hour, effective Fall Semester 2006. Part-time tuition is calculated at the same rate. Tuition and fees are due and payable at the times specified by the university for that semester and are subject to change without notice. A late registration fee of \$25 is charged for failure to complete registration during the official registration period.

Application Fee. A non-refundable fee of \$50 must accompany the application for admission.

Tuition Deposit. A non-refundable deposit of \$150 must accompany the acceptance of admission for all graduate programs except the Nurse Anesthesia Program. Upon enrollment, the \$150 deposit will be credited towards tuition. Nurse anesthesia students must submit a non-refundable \$1,000 deposit which will then be credited toward tuition. Accelerated BSN students must submit a non-refundable \$500 deposit, which will be credited toward tuition.

Parking Fee. Each student parking a motor vehicle on campus must register it at the beginning of the semester at Parking Garage II. A student who acquires a motor vehicle and parks it on campus after registration must register it within five calendar days after operation on campus begins. Students are required to pay an annual parking fee. Students registering a vehicle after January 1 pay a prorated fee.

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.

Transcript Fee. All matriculates (with the exception of non-degree students) pay a one-time fee of \$30. Non-degree students pay a \$15 fee each semester for the first two semesters for a total fee of \$30. 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.

Student Health Insurance/Health Fee. All enrolled full-time students and part-time degree candidates are assessed a mandatory semester student health fee of \$262 per semester. The health fee covers most services rendered within the Student Health Service. In addition, all students are required to have adequate health insurance essential to protect against the high cost of unexpected illness or injuries that would require services outside of the Student Health Service. Eligible students who do not have adequate private medical insurance must enroll in the Duke Student Medical Insurance Plan (The Duke Plan). The Duke Plan is administered by Blue Cross Blue Shield (BCBS) and Hill, Chesson & Woody. Premiums are based upon your

age are charged via your student account with the Bursar's Office. If your age on August 17, 2006 is:

Under 26	The annual premium is \$1,489
26 to 34	The annual premium is \$1,611
35 to 44	The annual premium is \$1,865
45 or over	The annual premium is \$2,105

If you hold a J-1 or F-1 visa, participation in the Duke Plan is mandatory.

Further information about the student health fee and/or the Duke student insurance plan is available by calling 919-681-WELL.

Graduate and Professional Student Council Fee. A fee of \$30.00 (\$10.00 per semester) provides full-year membership.

Recreation Fee. All graduate and professional students are charged a recreation fee (\$25 per semester) that is used to support the campus recreation facilities. These facilities are available to School of Nursing students.

Audit Fee. Courses may be audited on a space available basis with the consent of the instructor. Audit fees are \$160 per course. Students registered full time during fall and spring may audit courses without charge. For more information, students should consult the School of Nursing Office of Admission and Student Services.

Computer Lab Fee. A \$17.50 per semester fee is assessed for use of the Computer Lab.

Clinical Lab Fee. A \$125 fee is assessed for N332, Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice and N336, Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. A \$200 fee is assessed for N357, Physiologic Monitoring and Advanced Practice Procedures. This fee is used to cover the expenses of standardized patients, patients for the gynecological exam, and patients for the final examination for the course. A \$45 fee is assessed for N202, Foundations of Evidence-Based Nursing Practice.

Continuation of Enrollment Fee. A \$785 fee 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).

Criminal Background Check Fee. A \$50 fee is assessed to all newly enrolled Accelerated BSN students. The Criminal Background check is a mandatory requirement of all student-nurses. This is a requirement set by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO).

Nursing School Pin Fee. Students are encouraged to purchase a Duke University Nursing School pin prior to commencement exercises in May of the year the student graduates. The cost of the 14K gold pin is \$75.00. This fee may change based on supplier pricing.

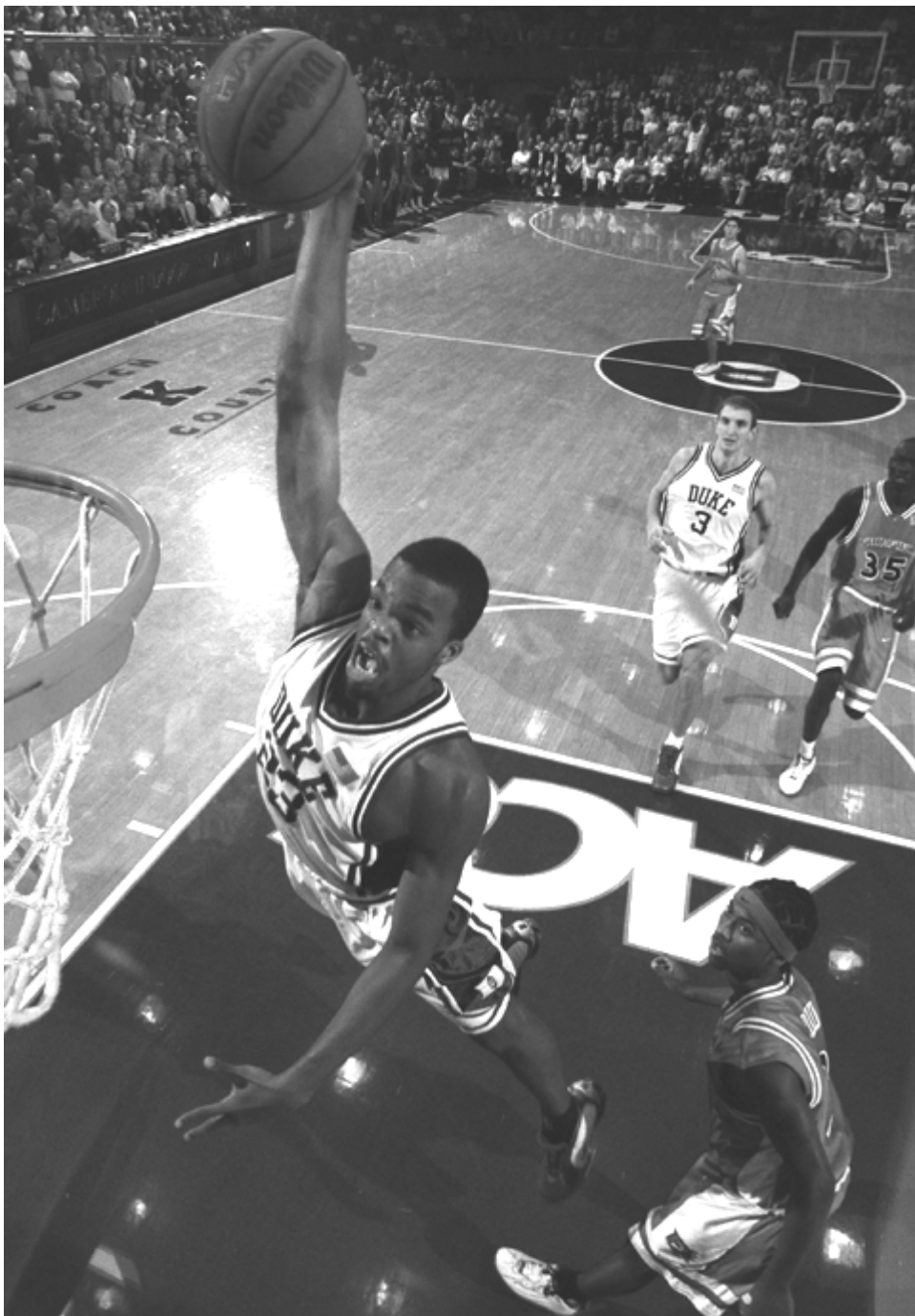
Payment of Accounts. All students are required to pay all statements as presented. If full payment is not received by the due date, a late payment charge will be assessed on the next statement. Failure to receive a statement does not warrant exemption from the payment of tuition and fees, nor from the 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.

Refunds. For students who withdraw from school 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.
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.

If a student changes his or her status from full- to part-time, has to drop a course for which no alternative registration is available, drops special fee courses, or drops an audit during the first two weeks of the drop/add period, a full refund may be granted with the approval of the dean. (The student health fee is nonrefundable.)

Student Life



Student Life

Graduate And Professional Student Council (GPSC). The Graduate and Professional Student Council is the representative body for the students of graduate departments and professional schools. The council provides a means of communication between schools and between graduate students and the administration. The council selects graduate students for membership on university committees. Representatives of each department and officers of the council are selected annually. For more information on GPSC you may visit their website at: <http://www.duke.edu/gpsc/>. The School of Nursing currently has two representatives on the Graduate and Professional Student Council.

The Graduate Nursing Student Association (GNSA) and Duke Student Nurses Association. The Graduate Nursing Student Association (GNSA) is the graduate student organization of the Duke University School of Nursing and the Duke Student Nurses Association is the Accelerated BSN (DNSA) student organization of the Duke University School of Nursing. The sole purpose of GNSA and DNSA is to serve the student's educational and professional needs and provide a formal structure of student participation in a wide variety of events within the school. The GNSA is the governing body of students of the School and the source of information of importance to students. Both organizations submit information to the student list-serves covering local events and opportunities of interest to students, AND co-sponsor events at Duke with other organizations, (i.e., organizations of Duke University and Medical Center, the local chapter of Sigma Theta Tau, and the DUSON Alumni Association). Both GNSA and DNSA positively affect 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, book sales, and conference attendance. Students are represented on two standing committees: the Curriculum Committee and the Judicial Board. Students support this award with their student fees.

Sigma Theta Tau. In the spring of 1972 the Beta Epsilon Chapter of Sigma Theta Tau, the 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 an educational organization standing for the best in nursing. Duke

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

Alumni Association. Operating from the Alumni House at 614 Chapel Drive, the Duke University General 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 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 University School of Nursing Alumni Association (DUSON-AA) is an affiliate of the Duke University General Alumni Association. The purpose of DUSON-AA is to cultivate fellowship among alumni and with current students, as well as providing opportunities for involvement in Duke University Alumni Affairs Association.

All nursing alumni who have completed at least two semesters of work toward a degree from the School of Nursing are automatically members of the association. An active alumnus maintains a current mailing address with the Nursing Alumni Affairs office and a contributing alumnus is one who pays annual dues and becomes involved in alumni activities. The Nursing Alumni Affairs administrative office, is housed within the Office of External Affairs This office encourages alumni to maintain contact with the School of Nursing, its current students with their classmates. 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 in the annual newsletter. The Nursing Alumni Association membership dues enable the DUSON-AA to sponsor the following programs/projects:

- provide student support and assistance such as mid-year graduation events, networking events and attendance at professional conferences.
- provide recognition and awards during Reunion Weekend
- sponsor Reunion Weekend events, and other networking opportunities.

The Mary Lou Williams Center for Black Culture was dedicated in memory of the great lady of jazz and former artist-in-residence whose name it bears. Since its establishment in 1983, the center has served as a significant gathering place on campus where broadly based issues of social/cultural relevance are addressed to a cross-section of the Duke community. The center sponsors programs that honor black culture (African-American, South American, Caribbean, and African) and promote a better understanding of black history and culture. Among past programs have been art exhibits by renowned African-American artists, dance performances, musical performances, African-American film, film seminars, and a number of lecture-discussions on various aspects of the black diaspora. Black visiting artists from South Africa and London have performed in the center. Visit the website at <http://mlw.stuaff.duke.edu>.

The Women's Center works to promote the full and active participation of women in higher education at Duke by providing advocacy, support services, referrals, and educational

programming on gender-related issues. The center houses an art gallery, a 3,000 volume feminist lending library; and publishes *VOICES*, a semester magazine addressing issues related to gender, ethnicity, and sexual orientation on campus and in the wider community. Call (919) 684-3897 for more information or visit the center's website at <http://wc.stuaff.duke.edu>.

International House. International House serves as the center of co-curricular programs for internationals and U.S. Americans interested in other cultures and peoples. As part of the Division of Student Affairs, the mission of International House is to assist internationals and their families with orientation and acclimation, to enhance cross-cultural interaction through programming and community outreach, and to provide advocacy and support for the Duke international community. In 2002-2003, there were approximately 1,376 international students from 101 countries enrolled at Duke. For more information, contact Carlisle Harvard, Director, (919) 684-3585, Box 90417, Durham, NC 27708 or e-mail: ihouse.duke.edu, or on the web at: <http://ihouse.studentaffairs.duke.edu>

Recreation. The Department of Health, Physical Education, and Recreation sponsors numerous programs for all students in intramurals, sports clubs, and recreation. The Intramural Sports Program provides an opportunity for every student to participate in organized recreation competition in forty-nine activities. The program is comprised of four major areas: men's intramurals, women's intramurals, co-ed intramurals, and recreation programs. It is open to all graduate and undergraduate students of Duke University. Participation, not skill, is a major factor that is emphasized in the program. The university's many recreational facilities, available to all students, include the championship Robert Trent Jones Golf Course, tennis courts (some lighted) on both campuses, indoor swimming pools on East and West campuses and an outdoor pool on Central campus, three gymnasiums including the Brenda and Keith Brodie Recreation Center on East Campus and the Wilson Recreation Center on West Campus, several weight training rooms, squash and racquetball courts, outdoor handball and basketball courts, an all-weather track, numerous playing fields, jogging trails, and informal recreational areas. Tournaments in recreational sports are often organized and conducted by students.

Religious Life. Two symbols indicate the importance of religion to this university since its founding: *Eruditio et Religio*, the motto on the seal of the university, and the location of the Duke Chapel at the center of the campus. People from all segments of the university and the community gather in Duke Chapel on Sunday morning to worship in a service that offers excellent liturgy, music, and preaching. The dean of the Chapel and the director of Religious Life work with the campus ministers and staff from the Roman Catholic, Jewish, Muslim, Hindu, and Protestant communities, and with other groups to provide a ministry which is responsive to the plurality of religious interests on the campus.

Duke Community Housing Office. Duke Community Housing is an off-campus rental housing resource for graduate and professional students and professional affiliates of Duke University. The office is available to assist you in making intelligent choices as you search for off-campus housing that is right for you. For more information on this resource and their interactive web resource, visit their Web site at <http://communityhousing.duke.edu>.

Standards of Conduct



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.

Students at the Duke University School of Nursing are expected to abide by the university-wide policies regarding honor, integrity, and appropriate conduct. Information regarding university policies on the Student Honor Code, Student Discrimination Grievance Procedures, Confidentiality of Student Records, the Campus Security Act, and the Clinical Site Placement Process and Appeals are available in the Duke University Graduate Nursing Student Handbook and on the School of Nursing web-site: <http://www.nursing.duke.edu>.

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