
bulletin of

Duke University

2007-2008

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
2007-2008

School of Nursing

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The information in this bulletin applies to the academic years 2007-2008 and is accurate and current, to the extent possible, as of November, 2007. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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

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

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

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

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

November 2007

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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 PhD 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 Bachelor's 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.

School of Nursing Academic Calendar 2007-2008

Summer 2007

May

- 15 Tuesday, New Student Orientation
- 17 Thursday, Summer Classes begin
- 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 2007 Classes end
- 10 Friday, Final examinations begin
- 11 Saturday, Final examinations end

Fall 2007

August

- 21 Tuesday, New Student Orientation
(ABSN Orientation continues through Thursday, August 23rd)
- 22 Wednesday, 11:00 a.m. Convocation for New Undergraduates;
4:00 p.m., Convocation for Graduate & Professional School Students
- 27 Monday, Fall 2007 Classes begin; Drop/Add continues

September

- 3 Monday, Labor Day, Classes in Session
- 7 Friday, 5:00 p.m. Drop/Add ends
- 30 Sunday, Founders' Day

October

- 5 Friday, 7:00 p.m., Fall break begins
- 10 Wednesday, 8:00 a.m. Classes resume
- 31 Wednesday, Registration begins for Spring 2008

November

- 14 Wednesday, Registration ends for Spring 2008
- 15 Thursday, Drop/Add begins
- 20 Tuesday, 10:30 p.m. Thanksgiving recess begins
- 26 Monday, Classes resume
- 30 Friday, Graduate Classes end

December

- 7 Friday, Undergraduate Classes end
- 8 Saturday, Accelerated BSN Pinning Ceremony
- 11 Tuesday, Final examinations begin
- 16 Sunday, 10:00 p.m. Final examinations end

Spring 2008

January

- 7 Monday, New Graduate Student Orientation
- 9 Wednesday, Spring Semester begins. ALL Monday classes meet on this day regardless of meeting pattern; classes meeting on Wednesdays ONLY begin on Wednesday, January 16

- 10 Regular class meeting patterns begin on Thursday, January 10;
Drop/Add continues
 - 21 Monday, Martin Luther King, Jr. Day holiday:
Classes are rescheduled on Wednesday, January 9
 - 23 Wednesday, 5:00 p.m., Drop/Add ends
 - February**
 - 25 Monday, Registration begins for Summer 2008
 - March**
 - 7 Friday, 7:00 p.m. Spring recess begins
 - 17 Monday, Classes resume
 - April**
 - 2 Wednesday, Registration begins for Fall Semester 2008;
Summer 2008 Registration continues
 - 11 Friday, Registration ends for Fall Semester 2008;
Summer 2008 Registration continues
 - 12 Saturday, Drop/Add begins
 - 16 Wednesday, Graduate Classes end
 - 23 Wednesday, Undergraduate Classes end
 - 28 Monday, Final examinations begin
 - May**
 - 3 Saturday, 10:00 p.m. Final examinations end
 - 9 Friday, Commencement begins
 - 11 Sunday, Graduation exercises; Conferring of Degrees & School of Nursing
Graduation Recognition Ceremony
- Summer 2008**
- May**
 - 13 Tuesday, New Graduate Student Orientation
 - 14 Wednesday, SON Summer Classes begin:
The Monday class schedule is in effect on this day;
Regular class meeting schedule begins on Thursday, May 15;
Drop/Add continues
 - 15 Thursday, Regular class meeting schedule begins
 - 26 Monday, Memorial Day, No classes are held
 - 28 Wednesday, Drop/Add ends
 - June**
 - 11 Wednesday, Last day to withdraw WP or WF
 - July**
 - 4 Friday, Independence Day Holiday, No classes are held
 - August**
 - 6 Wednesday, SON Summer Classes end
 - 8 Friday, Final examinations begin
 - 9 Saturday, Final examinations end

**Refer to <http://www.nursing.duke.edu>
for up-to-date calendar information.**

University Administration

GENERAL ADMINISTRATION

Richard H. Brodhead, PhD, *President*
Victor J. Dzau, MD, *Chancellor for Health Affairs; President and Chief Executive Officer, Duke University Health System*
Peter Lange, PhD, *Provost*
Neal F. Triplett, MBA, *President and Chief Executive Officer of Duke Management Company*
Tallman Trask III, MBA, PhD, *Executive Vice-President*
Peter C. Agre, MD, *Vice-Chancellor for Science and Technology*
Joseph L. Alleva, MBA, *Director of Athletics*
Nancy C. Andrews, MD, PhD, *Dean of the School of Medicine*
Pamela Bernard, JD, *University Counsel*
John F. Burness, A.B., *Senior Vice-President for Public Affairs and Government Relations*
Robert M. Califf, MD, *Vice-Chancellor for Clinical Research*
H. Clint Davidson, Jr., MBA, *Vice-President for Human Resources*
Kemal Dawkins, BA, *Vice-President for Campus Services*
Tracy Futhey, MS, *Vice-President for Information Technology and Chief Information Officer*
Catherine Lynch Gilliss, DNSc, *Vice-Chancellor for Nursing Affairs and Dean of the School of Nursing*
B. Hofler Milam, MBA, *Vice-President for Finance*
Larry Moneta, EdD, *Vice-President for Student Affairs*
Molly K. O'Neill, MSHA., *Vice-Chancellor for Medical Center Integrated Planning; Vice-President for Business Development and Chief Strategic Planning Officer, Duke University Health System*
Benjamin D. Reese, Jr., PsyD, *Vice-President for Institutional Equity*
Richard V. Riddell, PhD, *Vice President and University Secretary; and Special Assistant to the President*
James S. Roberts, PhD, *Executive Vice-Provost for Finance and Administration*
Robert S. Shepard, PhD, *Vice-President for Alumni Affairs and Development*
Robert L. Taber, PhD, *Vice-Chancellor for Corporate and Venture Development*
Huntington F. Willard, PhD, *Vice-Chancellor for Genome Sciences and Director of the Institute for Genome Sciences and Policy*
Gordon D. Williams, BS, *Executive Vice-Dean and Chief Operating Officer, School of Medicine; Vice-Chancellor for Operations, Duke University Health System*
R. Sanders Williams, MD, *Senior Vice-Chancellor for Academic Affairs; Founding Dean, Duke-NUS Graduate School Singapore*
Phail Wynn, Jr., PhD, MBA, *Vice President for Durham and Regional Affairs*

Health System and Medical Center Administration

Victor J. Dzau, MD, *Chancellor for Health Affairs; President and Chief Executive Officer, Duke University Health System*
Peter C. Agre, MD, *Vice-Chancellor for Science and Technology*
Asif Ahmad, MBA, *Vice-President for Diagnostic Services and Chief Information Officer, Duke University Health System and Duke University Medical Center*
Nancy C. Andrews, MD, PhD, *Dean, School of Medicine*
Monte D. Brown, MD, *Vice President of Administration, Duke University Health System*
Robert M. Califf, MD, *Vice-Chancellor for Clinical Research; Director, Duke Translational Medicine Institute*
Michael Cuffe, MD, *Vice-President for Medical Affairs, Duke University Health System*
Karen Frush, MD, *Chief Patient Safety Officer, Duke University Health System*
Mary Ann Fuchs, R.N., MSN, *Chief Nursing and Patient Care Services Officer, Duke University Hospital and Duke University Health System*
William J. Fulkerson, Jr., MD, *Chief Executive Officer, Duke University Hospital; Vice-President for Acute Care Division, Duke University Health System*
Catherine Lynch Gilliss, RN, DNSc, FAAN, *Vice-Chancellor for Nursing Affairs and Dean of the School of Nursing;*
Robert Harrington, MD, *Director, Duke Clinical Research Institute*
Fran Mauney, BSN, MEd., *Interim Chief Executive Officer, Durham Regional Hospital*
Michael Merson, MD, *Director, Global Health Institute*
Kenneth C. Morris, MPA., *Senior Vice-President, Chief Financial Officer, and Treasurer, Duke University Health System*
Michael Morsberger, CFRE, *Vice Chancellor for Development and Alumni Affairs*
Paul Newman, MHA, *Executive Director, Duke Private Diagnostic Clinic and Duke Patient Revenue Management Organization; Vice-President for Ambulatory Care Division, Duke University Health System*

Molly K. O'Neill, MSHA, *Vice-President for Business Development, Duke University Health System, Inc.; Chief Strategic Planning Officer; Vice-Chancellor for Medical Center Integrated Planning*
 Gwynn Swinson, *Vice President of Public Affairs and Government and Community Relations*
 Robert L. Taber, PhD, *Vice-Chancellor for Corporate and Venture Development*
 Doug Vinsel, MHA, *Chief Executive Officer, Duke Health Raleigh Hospital*
 Gordon D. Williams, BA, *Vice-Chancellor for Operations and Vice-President for Administration, Duke University Health System*
 Huntington F. Willard, PhD, *Vice-Chancellor for Genome Sciences*
 R. Sanders Williams, MD, *Senior Vice-Chancellor for Medical Center Academic Affairs*

School of Nursing Administration

Catherine Lynch Gilliss, DNSc, RN, FAAN, *Dean of the School of Nursing; Vice-Chancellor for Nursing Affairs*
 David S. Bowersox, MBA, *Associate Dean for Business and Finance*
 Mary T. Champagne, PhD, RN, FAAN, *Interim Associate Dean for Academic Affairs*
 Diane Holditch-Davis, PhD, RN, FAAN, *Associate Dean for Research Affairs*
 Crystal Arthur, BA, *Executive Assistant to the Dean*
 Syvil Burke, RN, MSN, MBA, *Assistant Dean, Office of Admissions and Student Affairs*
 Jeffrey Dowell, *Director of IT Support and Infrastructure*
 Susan Glenn, BA, *Executive Director for External Affairs*
 Jackie Gottlieb, MS, BFA, *Director of Web and Technology Solutions*
 Angie M. House, BBA, *Business Manager*
 Debra Mattice, MS, MPA, *Director, Academic Support Operations*
 Bebe Mills, BA, *Director, Office of Admissions and Student Services*
 Dorothy L. Powell, EdD, RN, FAAN, *Director, Office of Global & Community Health Initiatives*
 Catherine Taylor, MSN, RN, BC, *Manager, Clinical Placements*
 Robbin Thomas, *Research Administrator, Office of Research Affairs*

School of Nursing Program Chairs

Nancy M. Short, DrPH, MBA, RN, *Accelerated BSN Program Chair*
 Brenda Marion Nevidjon, MSN, RN, FAAN, *Master's Program Chair*
 Ruth A. Anderson, PhD, RN, FAAN, *Doctoral Program Chair*

School of Nursing Faculty

Ruth A. Anderson, PhD, RN, FAAN, University of Texas at Austin, 1987, *Doctoral Program Chair; Professor*
 Donald E. Bailey, Jr., PhD, RN, University of North Carolina at Chapel Hill, 2002, *Assistant Professor*
 Julie V. Barroso, PhD, ANP, APRN, BC, FAAN, University of Texas at Austin, 1993, *Associate Professor*
 Jane Blood-Siegfried, DNSc, RN, PNP, University of California at Los Angeles, 1995, *Associate Clinical Professor*
 Margaret T. Bowers, MSN, APRN, BC, Duke University, 1990, *Assistant Clinical Professor*
 Wanda Todd Bradshaw, MSN, RN, PNP, NNP, Duke University, 1996, *Assistant Clinical Professor*
 Debra Huffman Brandon, PhD, RN, University of North Carolina at Chapel Hill, 2000, *Associate Professor*
 John M. Brion, Jr., PhD, RN, Ohio State University, 2007, *Assistant Clinical Professor*
 Mary T. Champagne, PhD, RN, FAAN, University of Texas at Austin, 1981, *Interim Associate Dean for Academic Affairs; Professor*
 Penny Lynnette Cooper, MSN, APRN, BC, Duke University, 2002, *Assistant Clinical Professor*
 Kirsten N. Corazzini, PhD, University of Massachusetts Boston, 2000, *Assistant Professor*
 Diane L. Holditch-Davis, PhD, RN, FAAN, University of Connecticut, 1985, *Associate Dean for Research Affairs; Marcus Hobbs Professor of Nursing*
 Linda Lindsey Davis, PhD, RN, FAAN, University of Maryland 1984, *Ann Henshaw Gardiner Professor of Nursing*
 Susan Denman, PhD, APRN, BC, FNP, University of North Carolina at Chapel Hill, 1996, *Assistant Professor*
 Sharron L. Docherty, PhD, RN, CPNP, AC, University of North Carolina at Chapel Hill, 1999, *Assistant Professor*
 Anthony Thomas Dren, PhD, University of Michigan, 1966, *Consulting Professor*
 Pamela Ballance Edwards, EdD, MSN, RN, BC, North Carolina State University, 1989, *Associate Consulting Professor*
 Catherine Lynch Gilliss, DNSc, RN, FAAN, *Dean of the School of Nursing and Vice-Chancellor for Nursing Affairs, Professor*

Linda Kay Goodwin, PhD, RN, University of Kansas, 1992, *Associate Professor*
Helen Ann Gordon, MS, RN, CNM, University of Utah, 1978, *Assistant Clinical Professor*
Judith C. Hays, PhD, RN, Yale School of Medicine, 1991, *Associate Professor*
Sharon J. Hawks, MSN, CRNA, University of North Carolina at Greensboro, 1993, *Assistant Professor*
Cristina C. Hendrix, DNS, APRN, BC, GNP, FNP, Louisiana State University, 2001, *Assistant Professor*
Elizabeth E. Hill, PhD, RN, Catholic University of America, 1993, *Assistant Professor*
Mary E. Holtschneider, MPA, BSN, RN, BC, NREMT-P, American University, 1986, *Assistant Clinical Professor and Director, Center for Nursing Discovery*
Constance Margaret Johnson, PhD, MS, RN, University of Texas Health Science Center, 2003, *Assistant Professor*
Camille Eckerd Lambe, PhD, RN, AOCN, NP, University of North Carolina at Chapel Hill, 2006, *Assistant Clinical Professor*
Lawrence Richard Landerman, PhD, Duke University, 1979, *Associate Research Professor*
Marcia S. Lorimer, MSN, RN, CPNP, University of Virginia, 1988, *Assistant Clinical Professor*
Michelle Martin, PhD, MPH, RN, Case Western Reserve, 2001, *Assistant Clinical Professor*
Eleanor Schildwacht McConnell, PhD, APRN, BC, University of North Carolina at Chapel Hill, 1995, *Associate Professor*
Margaret Shandor Miles, PhD, RN, FAAN, University of Missouri-Kansas City, 1976, *Consulting Professor*
Brenda Marion Nevidjon, MSN, RN, FAAN, University of North Carolina at Chapel Hill, 1978, *Masters Program Chair; Clinical Professor*
Holly Suzanne Parker, MSN, RN, CPNP, Duke University, 2000, *Assistant Clinical Professor*
Judith K. Payne, PhD, RN, AOCN, CS, University of Iowa, 1998, *Assistant Professor*
Katherine Colligan Pereira, MSN, RN, FNP, Duke University, 2002, *Assistant Clinical Professor*
Beth Cusatis Phillips, MSN, RN, CNE, Duke University, 1993, *Assistant Clinical Professor*
Dorothy L. Powell, EdD, RN, FAAN, College of William and Mary, 1983, *Clinical Professor*
Marva L. Mizell Price, DrPH, RN, FNP, FAAN, University of North Carolina at Chapel Hill, 1994, *Assistant Professor*
Carla Gene Rapp, PhD, CRRN, University of Iowa, 1999, *Assistant Professor*
Susan M. Schneider, PhD, RN, CS, AOCN, Case Western Reserve University, 1998, *Associate Professor*
Nancy M. Short, DrPH, MBA, RN, University of North Carolina at Chapel Hill, 2003, *Accelerated BSN Program Chair, Associate Clinical Professor*
Kathleen J. Sikkema, PhD, Virginia Polytechnic Institute and State University, 1991, *Professor*
Deirdre Kling Thornlow, PhD, RN, University of Virginia, 2007, *Assistant Professor*
Joshua Mark Thorpe, PhD, MPH, *Assistant Research Professor*
James Franklin Titch, MSNA, CRNA, Virginia Commonwealth University/Medical College of Virginia, 1994, *Assistant Clinical Professor*
Kathryn J. Trotter, MSN, RN, CNM, FNP, University of Kentucky, 1988, *Assistant Clinical Professor*
Barbara Swope Turner, DNSc, RN, FAAN, University of California at San Francisco, 1984, *Professor*
George H. Turner, III, MA, RPh, Webster University, 1978, *Assistant Clinical Professor*
Kathleen M. Turner, MSN, RN, Duke University, 1993, *Assistant Clinical Professor*
Queen E. Utey-Smith, EdD, RN, North Carolina State University, 1999, *Assistant Professor*

Faculty Appointments

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

Associate Professors Emeritus of Nursing: Dorothy J. Brundage, PhD, RN; Jerri Moser Oehler, PhD, RN
Assistant Clinical Professors Emeritus of Nursing: Donna W. Hewitt, MN, BS; Ruth M. Ouimette, MSN, RN, ANP

Adjunct Professors: Wendy Demark-Wahnefried, PhD, RD, LDN; Samuel Gregory Iams, PhD; William N. Zelman, PhD

Adjunct Associate Professors: Alta Whaley Andrews, PhD, RN; Virginia Johnston Neelon, PhD, RN; Marcia Leigh Van Riper, PhD, RN

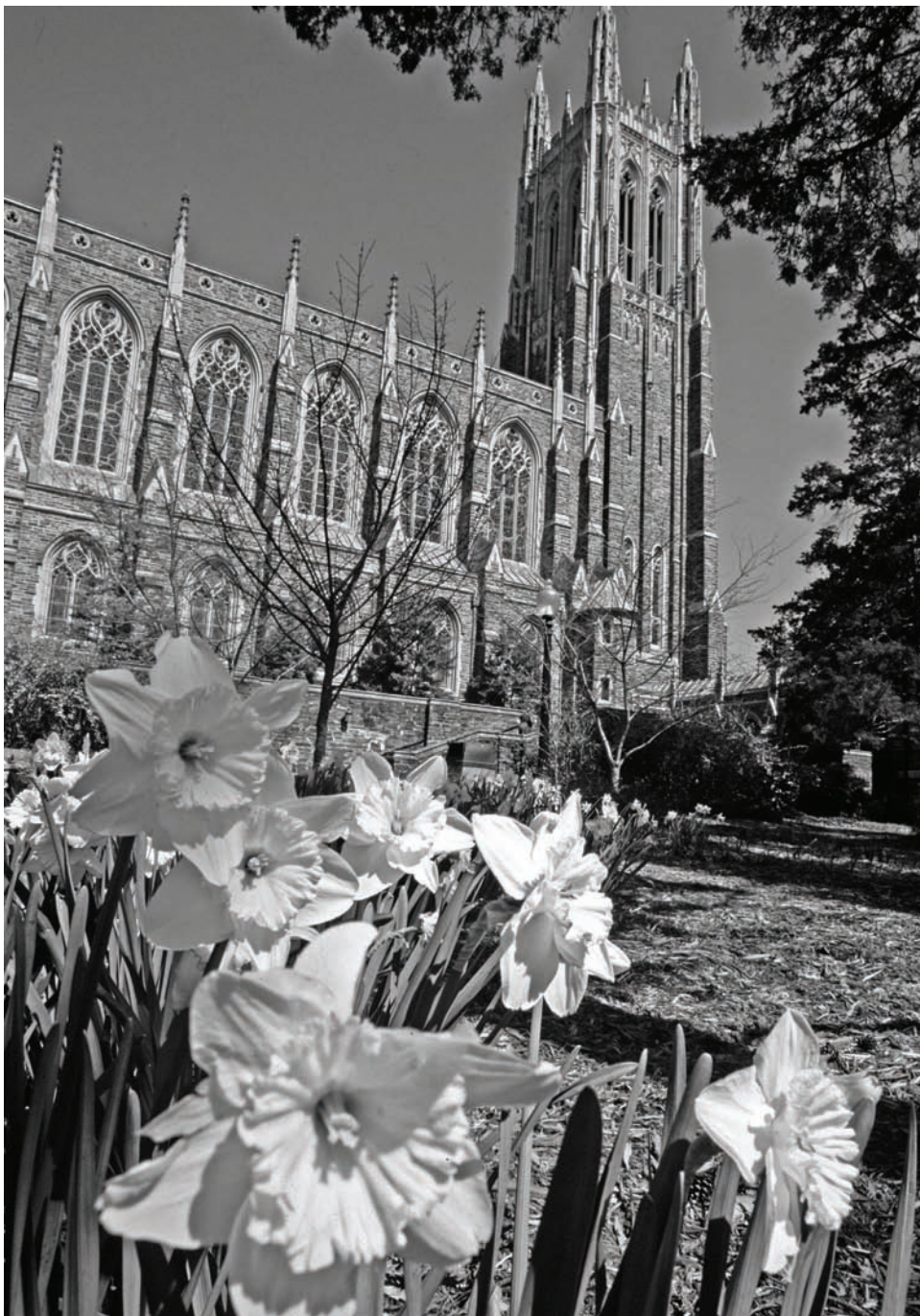
Adjunct Assistant Professors: Lucille B. Bearon, PhD, RN; Linda Ann Bergstrom, PhD, RN, CNM; Janice Lynnann Collins-McNeil, PhD, RN, APRN, BC; Nellie Schmidt Drees, DNSc, RN; Sherry W. Fox, PhD, RN; Michelle Lynn Heinan, MPH, RN; Dana C. Hughes, PhD, RN; Nancy Evans Moss, PhD, RN; Steven Russell Talbert, PhD, RN; Sharon May Wallsten, PhD, MPH, RN

Clinical Associates: Elizabeth Jane Abernathy, MSN, RN; Beth C. Alcalá, MSN, RN, NP; Sylvia McLean Alston, MSN, MBA, RN; Lisa Lee Archer, MSN, RN; Susan West Avent, MSN, RN; Suzanne Gail Avery, MSN, RN; Bronwyn Hettenbach Bartle, MSN, RN, CPNP; Donna Streater Bates, MSN, RN; Connie Bossons Bishop, MSN, MBA, RN; Robert Phillip Blessing, MSN, RN, ACNP; Janey Laird Blivin, MSN, RN; Laura Jane Blue, MSN, RN; Alyson J. Breisch, MSN, RN; Rosemary Pais Brown, MSN, RN; Heather Lynn Brumbaugh, MSN, RN; Syvil Summers Burke, MSN, RN; Deanne

Buschbach, MSN, RN; Ursula Hertis Capewell, MSN, RN; Elizabeth Hall Carver, MSN, RN; Gilbert H. Ciocci, MSN, RN, FNP; Ellen Durham Davis, MSN, RN; Anne Lynn Derouin, MSN, RN, PNP; Margaret Carman Douglass, MSN, RN, ACNP; Michelle Ann Frey, MS, RN; Mary Ann Fuchs, MSN, RN; Caryl Deblitz Fulcher, MSN, RN, CNS; Helen Laurel Gabert, MPH, MA, RN, CNS; Jennifer Hirschy Gentry, MSN, RN; Tracy Karen Gosselin, MSN, RN; Bradi Bartrug Granger, PhD, MSN, RN, FAAN; Grace Gunderson-Falcone, MSN, RN; James Lester Harmon, MSN, MS, RN, ANP; Steven Burt Harvey, DVM; Kerry VanSloten Harwood, MSN, RN; Ellen Jean Hegarty, MEd, CCRN, BC; Mary Elizabeth Hixon, MSN, RN; Julie S. Hudson, MSN, RN; Deborah D. Dawn Hutchinson-Allen, MSN, RN; Berit Seeman Jasion, MSN, RN; Laura Jean Kistler, MSN, RN; Virginia Sullivan Labelle, BS, RN; Timothy Francis Lassiter, PharmD, MBA; Cindy McDaniel Lawrence, MSN, RN; Deborah Ann Lekan-Rutledge, MSN, RN, C, CCCN; Carolyn Louise Lekavich, MSN, RN; Amy Gelbano MacDonald, MSN, RN, CNM; Amy Yancy Mangum, MSN, RN; Elizabeth A. McCarthy, MSN, RN; Rebecca Jean McKenzie, MSN, MBA, RN; Pana Martin Meanor, MSN, RN; Susanne Meghdadpour, MSN, RN, PNP; Mary Miller-Bell, PharmD; Louise Ann Minnich, MSN, RN; Beth Anne New, MSN, RN; Jeane E. Newmaker, MSN, RN; Janet Anne Nicollerat, MSN, RN; Wanda Gale Parker, MSN, RN; Darla Denise Phillips, MSN, RN; Judy Ross Prewitt, MSN, RN, ACNP, C, AOCN; Mindy Beard Reynolds, MSN, RN; Philip Thomas Rodgers, PharmD, CDE, CPP; Janis Ann Ryan Murray, MSN, RN, PNP; Ann Therese Schlaefer, MSN, RN, CPNP; William Michael Scott, MSN, APRN; Marie Ann Shonkwiler, MN, RN, PNP; Kevin Ward Sowers, MSN, RN; Pamela Hope Steele, MSN, RN; Elizabeth Shrum Stewart, MSN, RN; John Clyde Stover, MSN, RN, FNP; Karen Elizabeth Tammeling, MSN, RN, NNP; Jacqueline Lyon Tatum, MSN, RN; Catherine Striplin Taylor, MSN, RN; Dorothy Elaine Taylor, MSN, CNRN; Martha Croll Taylor, MSN, RN; Mary H. Vinson, MSN, RN; Henry Joseph Walker, MS, MBA, CRNA; Melody Ann Watral, MSN, RN, CPNP, CPON; Rita Anne Weber, MSN, RN; Ann M. White, MSN, RN; Christine Lynette Willis, MSN, RN

Consulting Associates: Gale Brown Adcock, MSN, RN; M. Saralyn Austin, MSN, RN; Mary Lee Richardson Baldwin, MPH, RN, BC; Gretchen Lorena Barnes, MSN, RN; Cheryl Banks Batchelor, MSN, RN; Susan Rosalie Bazemore, MSN, CRNA; Wilmer Conrad Betts, III BS, RN; Jennifer Byrd Borton, MSN, RN; Wanda Lou Boyette, MBA, RN; Margaret Daya Breckinridge, MSN, RN, FNP; Sylvia Mebane Brooks, MSN, RN; Willard C. Budzinski, Jr. MBA; Jimmie Kennedy Butts, RN, FNP, CS; Margaret Gorely Bye, EdD, MSN, RN; Kathryn G. Clark, MSN, RN; Jerry Evan Coy, PhD, CRNA; Angela Maria Dale, MHA, RN; Susan Elias Diamond, MSN, RN, AOCN; Mary Buse Dickey, MSN, MEd, RN; Robert Thomas Dodge, MSN, RN; Emily O'Leary Egerton, PhD; Linda Brewer Ellington, MSN, RN; Catherine S. Emens, MSN, RN; Lynn Kendrick Erdman, MN, RN; Linda Cole Exner, MSN, RN; Margaret Hopper Faircloth, MPH, RN; Ruth S. Frank, MSN, RN; James Michael Galkowski, MHA, RN; Richard John Gannotta, MBA, BSN, RN, ANP; Shyam L. Garg, MBBS, RN; Hettie Lou Garland, MPH, RN; Amanda L. Greene, PhD, MPH, RN, FNP; Georgette Fernanda Gura, MSN, CRRN, CPNP; Karol Suzette Harshaw-Ellis, MSN, RN, ANP; Leslie Vaden Harvey, MSN, RN, FNP, CS; Catherine A. Hebert, MS, APRN, BC; Edward Darrell Huechtker, MPH, RN; Pamela Ehrhart Hurley, PhD; Erika Clarissa Jewett, MSN, GNP, ANP, CS; Thomas Robert Kane, MSN, RN; Sally Smither Kellum, MSN, RN; Diane Leslie Kelly, DrPH, MBA, RN; Catherine Strachan Lindenberg, DrPH, RN; Bobby D. Lowery, MSN, RN; Wendy J. Mahaffey, MSN, RN; Eileen B. Malone, MSN, RN; Andrea Wilkes McChesney, MSN, RN; Mildred Fleming McCully, MSN, RN; Jacqueline Mary Moore, PhD, RN; Andrea Sue Novak, MS, RN, BC, FAEN; Flora Galloway Pemberton, MA, RN; Margaret Morgan Priddy, MSN, RN; Teri Marla Reid, MSN, RN; Christine Chiarmonte Sanford, MSN, RN; Steven Jay Schwam, MD; Constance Laverne Scott, MSN, RN; Teepa Lucille Snow, MSN, RN; Kathleen L. Stauffer, MSN, GNP, APRN, BC; Rosemary Cattle Strickland, MSN, RN; Gwynn Barnhardt Sullivan, MSN, RN; Ellen Madelyn Tim, MSN, RN; Gale Nadine Touger, BS, RN; Barbara Lee Trapp-Moen, MSN, RN; Shirley May Tuller, MSN, APRN, BC; Cynthia Wilkinson Vanek, MSN, RN; Mary Gwendolyn H. Waddell-Schultz, MSN, RN; Linda Faye Wallace, MEd, RN; Janette Ernestine Warsaw, MSN, RN; Cheryl D. Wicker, MSN, RN; Marilyn Beth Wightman, MN, MBA, RN; Jimmie Ray Williams, EdD, RN; Kathleen Tuppeny Williams, MSN, RN, BC; Sonja M. Wilson, EdD, RN; Francis John Winn, PhD, RN; Stephanie Sears Yates, MSN, RN

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 12,800 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 University School of Nursing

In support of James Duke's original vision, the Duke University School of Nursing has maintained a commitment to achieving excellence. Since the first nursing students were admitted to a three-year diploma program in 1931, the school has remained on the forefront of nursing education, practice, and research. Historically, the school has been a healthcare leader, first awarding baccalaureate degrees in 1938, establishing the Bachelor of Science in Nursing degree in 1953 and initiating one of the first nursing graduate programs in 1958. Today, while offering the Accelerated Bachelor of Science in Nursing degree, the Master

of Science degree, the Post-Master's Certificate, and the PhD program, the School of Nursing remains a national leader in nursing education. The Duke School of Nursing ranked 5th among all private schools of nursing and 15th overall in the 2007 US News & World Report rankings. Through innovative teaching strategies, the incorporation of advanced technology, and collegial faculty-to-student relationships, the school remains dedicated to improving access to care, providing high quality cost-effective care, and preparing healthcare leaders for today and tomorrow. The Duke University School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).

School of Nursing Facilities

The School of Nursing Building. The School of Nursing educational programs are housed in our state-of-the-art 59,000-square-foot School of Nursing building, completed in 2006. Our new facility is prominently located on Trent Drive near the Duke Clinics and Duke University Hospital, facilitating interaction with the Duke University Medical Center, the main Duke campus, and the community. Its main entrance is through an impressive tower faced with traditional Duke stone. The environment-friendly building houses large and small classrooms, seminar rooms, conference rooms, laboratories, computer facilities, 101 faculty and staff offices and workstations, and beautiful hospitality and auditorium spaces, with abundant wireless access. Students, faculty and staff enjoy open, comfortable and interactive common spaces that encourage conversation, the sharing of ideas, and collaboration. Among the special features of the School of Nursing building are:

- The Peter and Ginny Nicholas Auditorium and Learning Center, a 150-seat auditorium with full multimedia capability
- A 96-seat case study classroom
- The 3000-square-foot Center for Nursing Discovery, which includes two state-of-the-art laboratories and an 18-station computer laboratory
- The Emmy Lou Tompkins Admissions and Student Services Suite
- A work suite for doctoral students
- An atrium which seats 65, used for special events, informal gatherings, dining, and studying, with glass walls framed by soaring wooden arches which look out on a landscaped outdoor courtyard paved in Pennsylvania blue stone. The Champagne Courtyard (named in honor of former Dean Mary T. Champagne, PhD, RN, FAAN) is a favored gathering places for both students and faculty.

The School of Nursing building is the second Duke facility constructed to the specifications for LEED (Leadership in Energy and Environmental Design) certification from the U.S. Green Building Council. LEED Certification requires design and construction practices that significantly reduce or eliminate negative impacts of buildings on the environment and their occupants, emphasizing sustainable site development, energy efficiency, water conservation, appropriate materials selection, and optimal indoor environmental quality.

The Elizabeth C. Clipp Research Building. Duke University School of Nursing research programs are housed in the adjacent 9,000-square-foot Elizabeth C. Clipp Research Building. This building provides a variety of dedicated spaces for research management (including conference rooms, a small auditorium, offices, computer and testing facilities), and also includes the headquarters of the School of Nursing Center for Instructional Technology and Distance Learning.

Educational Resources

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

Key components of the Center for Nursing Discovery include:

- **The Helene Fuld Health Trust Lab for Clinical Training**, with 11 beds (including a birthing bed with fully computerized OB simulation mannequin and a dedicated ICU area) provides case study capacity utilizing computerized and non-computerized adult and child mannequins and task trainers for interdisciplinary simulated patient care scenarios.
- **The Ruby L. Wilson Patient Assessment Lab** is a state-of-the-art 12-bed physical examination facility.
- **An 18-station computer laboratory** gives students access to the most widely used, up-to-date computer applications in word processing, graphics, spreadsheet, database, and statistical entry and analysis. The lab is available to students 24 hours a day, seven days a week.

The spacious (over 3000 square feet) CND facilities support instruction in the Accelerated BSN and Master's programs of the Duke University School of Nursing, and also provide opportunities for learning in the larger community, including ongoing team training with medical, physical therapy, and physician assistant students using high fidelity simulation and role-playing. In collaborative efforts, the CND is partnering with other local schools of nursing that do not have high fidelity simulators to make its resources for simulation learning available to their students. Additionally, in collaboration with the Duke Area Health Education Center (AHEC), the CND hosts high school and middle school students participating in health careers summer camps, so that they can experience patient scenarios before observing in the hospital.

The Office of Research Affairs. In the most recent (2006) tabulation, Duke University School of Nursing ranked 14th among all U.S. nursing schools in the amount of federal funding received from the National Institutes of Health. Critical support for this achievement has been provided by the Office of Research Affairs (ORA), which provides support infrastructure for all aspects of research at the School of Nursing. With the belief that the profession of nursing advances from creative critical thinking, theoretical innovation, and thoughtful evidence-based clinical practice, the mission of the Office of Research Affairs (ORA) is to facilitate the conduct of nursing research and the collaborative translation of research discoveries into improvements in nursing care delivery.

The ORA, located in the Elizabeth C. Clipp Research Building, provides research and mentoring support to faculty, post-doctoral fellows, and doctoral students. ORA also supports practicing nurses in the Duke University Health System by facilitating scientific inquiry and the diffusion of innovation into practice settings. Under the direction of the Associate Dean for Research, ORA faculty and staff assist with proposal writing through

editorial review, preparation of statistical data, budget development, formatting, and communication with Institutional Review Boards (IRB), the Institutional Animal Care and Use Committee (IACUC), and the Institutional Office of Research Administration. The ORA also specializes in the area of research costing compliance. Through individual and group consultations, ORA staff help nurse investigators review, refine, and submit applications for external funding. For selected projects, the ORA provides assistance with implementation of research protocols, including data management, data entry, and statistical analyses. In addition, the Office of Research Affairs coordinates School of Nursing representation on four of the eight Duke University Medical Center Institutional Review Boards.

The Trajectories of Aging and Care (TRAC) Center. The TRAC (TRajectories of Aging and Care) Center, also located in the Elizabeth C. Clipp Research Building, is dedicated to expanding the base of nurse scientists conducting nurse-directed research on longitudinal patterns of health, illness, function, and care in later life in collaboration with leading investigators from a variety of disciplines. The TRAC Center has supported a number of innovative pilot research projects in gerontological nursing in diverse care contexts, including homes and institutions. TRAC Center studies focus on vulnerable, chronically-ill elderly populations, and emphasize the use of longitudinal methods and modes of analysis. The TRAC Center is supported by P20 Nursing Research Development Center funding from the National Institute of Nursing Research.

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. Services provided by OGACHI include continuing education, technical assistance, consultation, logistical support to attracting international graduate scholars and management of global health experiences for students. OGACHI was established in January, 2006 and is allied with the Duke Global Health Institute.

Local student-led health promotion initiatives facilitated by OGACHI include:

- *Raising Health, Raising Hope.* Students provide regular health promotion education on an ongoing basis to the residents of Genesis Home, a non-profit residential family shelter for homeless families with children in Durham.
- *Vial of Life.* In this patient-safety initiative sponsored by Durham Emergency Medical Services, students collect essential health history and medication information from low-income elderly residents of senior-citizen high-rise housing and place the data for each resident in a vial in the refrigerator for use in emergencies when the resident may not be able to provide vital life-saving data to care providers.

International opportunities for cultural immersion and service learning facilitated by OGACHI in 2007 included:

- *Exploring Medicine In Honduras.* In this two-week interdisciplinary experience, offered through the Duke University School of Medicine in conjunction with Heifer International, Duke University nursing and medical

students and faculty provide health care through a temporary clinic to indigenous people living in rural communities.

- *Polyclinics in Barbados.* Polyclinics are multi-service outpatient facilities operated by the Barbados Ministry of Health which provide public health and primary care clinic services to the citizens of the island. In this two-week community-based public health experience, organized and operated in conjunction with the Ministry of Health and Barbados Community College, nursing students are assigned to one of the island's eight polyclinic sites and rotate through the various clinics, providing hands-on care under the supervision of the clinic staff.
- *HIV Public Health in India.* A global health service-learning experience in Jaipur and New Delhi focusing on HIV and public health is offered through a partnership of the School of Nursing, OGACHI, and Family Health International. Students visit community health and primary care centers, interacting with providers and patients, and engage in field work and outreach programs, participate in home visits, visit a hospital, and attend a variety of community based clinics.
- *Graduate Student Residency Programs.* OGACHI has supported month-long residency programs for graduate students through Child and Family Health International in Ecuador, Bolivia, Mexico, Nicaragua, India, and South Africa. Graduate students with nurse practitioner specialties in family, women's health, and pediatrics are matched with sites to support their residency requirements in full or in part

The Center for Instructional Technology and Distance Learning (CITDL). The Duke University School of Nursing 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. Technology enables the promotion of active learning and provides tools for excellence in both research and academic achievement. Discovery and implementation of the best methodologies can bring the academic and research environment to new levels of efficiency and strength, within the school, across the region, and around the globe. In collaboration with Duke Technology Health Solutions, which provides information technology support throughout the Duke University Medical Center and the Duke University Health System, 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.

Duke Area Health Education Center (AHEC) Program. The Duke Area Health Education Center (AHEC) Program is affiliated with the Southern Regional AHEC (SRAHEC), one of nine regional centers in the North Carolina Area Health Education Center Program. AHEC Programs deliver evidence-based continuing education to health care professionals; coordinate community-based clinical training for nurse practitioners; physician assistants, medical students, and primary care residents; and develop innovative educational and mentoring programs to recruit students into health careers. Duke University, in partnership with SRAHEC, has developed a distance-based Master of Science in Nursing program with a nursing education focus, in order to increase the number of nursing instructors qualified to teach in North Carolina's associate and baccalaureate nursing programs and hospital departments of education.

Duke Translational Medicine Institute. The Duke Translational Medicine Institute, funded by a \$52.7-million grant from the National Institutes of Health, is a multidisciplinary

initiative to support the translation of health research findings into effective innovations in the practice of health care. The Institute will also provide comprehensive education in collaborative translational and clinical research for health care professionals and students. The administrative framework of the Duke Translational Medicine Institute will include: the Duke Clinical Research Institute, an internationally recognized leader in management of large-scale clinical trials, datasets, and disease registries, which has conducted clinical and health outcome studies at over 3500 sites in 64 countries; a new Duke Clinical Research Unit, which will combine the existing General Clinical Research Center (an inpatient unit specializing in novel clinical research) with a new facility for treating patients enrolled in first-time trials of new drugs, vaccines, and medical devices; the Duke Translational Research Institute, which will expedite the process of moving new scientific discoveries through early phases of development into technologies directly applicable to human health; and a new Duke Community Clinical Research unit, which will combine existing and newly developed initiatives to create a model system for improving overall health status in Durham County, while developing local and international collaborations to discover the best models for preventing and treating disease on a community-wide basis.

Duke Centers. Additional opportunities for multidisciplinary research are available through collaboration with a number of nationally recognized research centers at Duke, including the AIDS Research and Treatment Center; the Bryan Alzheimer's Disease Research Center; the Center for Cerebrovascular Disease; the Center for Clinical Health Policy Research; the Center for Health Policy, Law, and Management; the Center for Human Genetics, the Center for Integrative Medicine; the Center for Living; the Center for the Study of Aging and Human Development; the Center for Spirituality, Theology & Health; the Comprehensive Cancer Center; the Comprehensive Sickle Cell Center; the Cystic Fibrosis Center, the Durham VAMC Geriatric Research Education and Clinical Center; the Eye Center; the Human Vaccine Institute; the Institute on Care at the End of Life; the Institute for Genome Sciences & Policy; the Jean & George Brumley, Jr., Neonatal-Perinatal Research Institute; the Sarah W. Stedman Nutrition and Metabolism Center; the Sleep Disorders Center, and the Trent Center for Bioethics, Humanities and History of Medicine.

Neighboring Universities. The School of Nursing is participating in a joint initiative of Duke University and the University of North Carolina-Chapel Hill to develop a multidisciplinary team training experience in patient safety for medical and nursing students. Another ongoing interinstitutional collaboration is an annual interdisciplinary Disaster Management Intersession involving Duke ABSN and MSN students, second-year Duke medical students, and students from the Duke Physical Therapy and Physician Associate Programs, and pharmacy students from Campbell University. These 3.5 day exercises have included didactic content focused on a bomb explosion, hostage-taking, food poisoning, and flu epidemic, and culminates with an actual disaster management simulation.

In addition, reciprocal agreements with neighboring universities allow Duke students to 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 Duke University Library system, with more than 5 million volumes, ranks among the top 10 private research libraries in the United States. The system includes the Perkins/Bostock main library, the Rare Book, Manuscript, and Special Collections Library, and several branches: the Biological and Environmental Sciences Library and the Vesic Library

(engineering, math, physics) on West Campus; the Lilly Library (fine arts, philosophy, film, video, and performing arts) and the Music Library on East Campus; and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort, NC. The Duke University Library system also includes four independently administered libraries: the Divinity School Library, the Law School Library, the Ford Library at the Fuqua School of Business, and the Duke University Medical Center Library.

The Duke University Medical Center Library. The Duke University Medical Center Library (DUMCL), located adjacent to Duke Hospital in the Seeley G. Mudd Building, supports patient care, teaching, and research activities of the Duke University Medical Center by providing its users with consistent and efficient access to timely, relevant biomedical information. The library includes almost 300,000 volumes and provides access to over 2900 journals in electronic format (maintaining current print subscriptions for over 700), with extensive back files of older volumes. The Medical Center Library maintains a robust online presence (<http://www.mclibrary.duke.edu/>) which extends access to library resources and services such as locally created and licensed databases, electronic books and journals, and online learning and reference tools.

Clinical Facilities

Duke University School of Nursing provides unparalleled opportunities for clinical training through collaborations with an array of outstanding primary, secondary, tertiary, and quaternary patient facilities. Clinical education is provided to students through partnerships with over 500 active preceptors at over 700 practice sites, including hospitals, health centers, clinics, and primary care providers in both urban and rural settings. The School of Nursing has developed linkages with a wide variety of organizations, including long term care facilities, rehabilitation units, substance abuse inpatient and outpatient facilities, multicultural community health centers, and a broad range of community agencies. School of Nursing students have opportunities to work with diverse clients at practice sites such as clinics for Latino immigrants, migrant workers, and patients with HIV, cooperatives providing care for homeless families, occupational health facilities, home health agencies, hospices, and camps for special-needs and chronically ill children.

DUKE UNIVERSITY HEALTH SYSTEM HOSPITALS

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

Duke University Hospital, the hub of the Health System, is consistently ranked among the top ten health care organizations in the country, and was described recently by Time Magazine as one of the "crown jewels in American medicine". The Duke University Health System also includes well-respected community hospitals in Durham (Durham Regional Hospital) and Raleigh (Duke Health Raleigh Hospital), the outpatient specialty care clinics of Duke Clinic, a large network of primary care clinics, Duke Health Community Care (infusion services, home health care, hospice care, bereavement services), wellness centers, and community-based clinical partnerships.

Duke University Hospital. Duke University Hospital, a 924-bed full-service tertiary and quaternary care hospital with hundreds of board-certified specialists and subspecialists, provides comprehensive expertise and health care of the highest quality to a highly diverse patient population that includes not only Durham residents but also patients from throughout North Carolina, and adjacent states. In addition to regular and intensive care inpatient units, the hospital houses a regional emergency/trauma center with a separate pediatric emergency department, a major surgery suite with four dedicated open-heart operating rooms, the Duke Surgical Endosurgery Center, an ambulatory surgery center, and extensive diagnostic radiology facilities. Within Duke University Hospital, Duke Children's Hospital & Health Center provides comprehensive healthcare for children, with 151 inpatient pediatric beds, neonatal intensive care and pediatric intensive care units, and the outpatient pediatric specialty services of the McGovern-Davison Children's Health Center. The new Duke Emergency Department has adult and pediatric triage intake rooms, an 18-bed full-service Pediatric Emergency Department with two critical care rooms and isolation rooms, three Adult Care areas to provide care and services for up to 12 patients with general care, critical care or isolation needs, and a forensic patient care facility. Under construction is an eight-story, 77,684-square-foot hospital addition which will include expanded post-anesthesia care units and 11 additional operating rooms.

Duke University Hospital has been recognized as a Magnet Hospital by the Credentialing Center of the American Nurses Association. Only 4.5 percent of U.S. hospitals have earned magnet status, which recognizes hospitals which provide the highest levels of nursing care.

Durham Regional Hospital is a 369-bed acute care community hospital with a 125-year tradition of caring for the residents of Durham and surrounding counties. Durham Regional Hospital provides comprehensive specialty services, including cardiovascular care, general and cardiac surgery, oncology, women's and children's services, a Level II intensive care nursery, on-site radiation oncology service, an ambulatory surgery center, and the 30-bed Durham Rehabilitation Institute.

Duke Health Raleigh Hospital, a 186-bed acute care hospital that has served Wake County for over 30 years, provides a comprehensive array of inpatient and outpatient services, a wound healing center, and specific centers for care of patients with cancer, cardiovascular disorders, musculoskeletal conditions, and diabetes.

OTHER HOSPITALS AND HEALTH CENTERS

In addition to its close relationships with hospitals in the Duke University Health System, the Duke University School of Nursing maintains cooperative teaching and clinical arrangements with a number of other local hospitals and clinics, including the Veterans Affairs Medical Center and Lincoln Community Health Center in Durham and hospitals in other central North Carolina communities.

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

Lincoln Community Health Center. Lincoln Community Health Center, a federally-qualified health center accredited by the Joint Commission on Accreditation of Healthcare

Organizations, provides accessible comprehensive primary and preventive health care to the medically underserved, often in collaboration with the Duke University Medical Center Division of Community Health. Health services include adult medicine, pediatrics, adolescent, dental, behavioral health, and prenatal care.

ADDITIONAL CLINICAL PARTNERSHIPS

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

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

Duke Health Community Care. Duke Health Community Care, included within the Duke University Medical System, provides health care, hospice, and bereavement services to an eight-county area. In addition, Duke Health Community Care provides infusion services to patients throughout North Carolina, South Carolina, and Virginia.

Duke Long Term Care Consortium. The Duke Long Term Care Consortium (LTCC), originated as an education/research/practice collaboration between the Duke University School of Nursing and four high-quality nursing homes in the Durham area: Carver Living Center, Northwood Nursing Home and Rehabilitation Center, the Extended Care and Rehabilitation Center of the Durham Department of Veterans Affairs Medical Center, and The Forest at Duke. The LTCC has expanded far beyond this initial core group with the addition of 44 nursing homes, assisted-living residences, and continuous-care retirement communities located outside the Durham area. Consortium members are now located throughout North Carolina, with participating sites as far east as Wilmington and as far west as the mountain community of Andrews. The LTCC also includes several VA facilities in Virginia and one in West Virginia. The purpose of this ongoing collaborative relationship is to provide the opportunity for the Duke University School of Nursing to develop, test, and implement innovations in long-term care practice that will improve the quality of life of older adults. School of Nursing faculty with interests in nursing home research contribute time and consultation to Consortium members, which in turn provide sites to test evidence-based practices to solve clinical problems, conduct research, and serve as clinical learning sites for students.

Duke University Affiliated Physicians. Other primary care practice sites include Duke University Affiliated Physicians, Inc. (DUAP), a network of community-based primary care physicians, physician assistants, and nurse practitioners 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.

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, advanced practitioners, and researchers. Through nursing research, education, and practice, students and faculty seek to enhance the quality of life for people of all cultures, economic levels and geographic locations.

GOALS OF THE DUKE UNIVERSITY SCHOOL OF NURSING

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

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

PHILOSOPHY

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.

Academic Programs

The School of Nursing offers baccalaureate, Master's, and doctoral programs:

- **The Accelerated BSN (ABSN) Program** is an intensive, full-time, campus-based 16-month program designed for adult learners who have completed an undergraduate degree.
- **The Master of Science in Nursing (MSN) Program** provides education in nursing specialties in support of advanced practice, and includes a comprehensive selection of clinical and non-clinical majors. Graduate education leading to the Post-Master's Certificate in selected specialty fields is also available.
- **The PhD Program** prepares nurse scientists for careers as independent investigators and faculty members within academic settings. The conceptual theme of the doctoral program, Trajectories of Chronic Illness and Care Systems, illuminates the interface between individuals with long-term or irreversible health impairments and their care environments. The PhD Program is a program of the Duke University Graduate School.

ACCELERATED BACHELOR OF SCIENCE IN NURSING

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

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

1. Apply critical thinking and nursing processes in the delivery of care within multiple contexts across the lifespan.

2. Demonstrate safe, competent evidence-based clinical interventions in providing direct/indirect care to patients, families, and aggregates, and service to communities.
3. Utilize therapeutic communication skills for assessment, intervention, evaluation, and teaching of diverse groups.
4. Analyze the effect of socio-cultural, ethical, spiritual, economic, and political issues influencing patient outcomes.
5. Utilize leadership and management skills working with interdisciplinary teams to form partnerships with patients, families, and to provide service to communities.
6. Demonstrate competence in critical decision-making with the use and management of advanced technology related to patient care and support systems.
7. Assume responsibility and accountability for one's own professional practice and continued professional growth and development.
8. Write the RN National Licensure Exam.

MASTER OF SCIENCE IN NURSING PROGRAM

The Duke University School of Nursing offers a flexible, 39- to 60-credit program leading to the Master of Science in Nursing degree. Master's students at Duke pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. In most Master's programs, students have the option to pursue either full-time or part-time study. Clinical advanced practice majors include Certified Nurse Specialist (Oncology, Pediatric, Pediatric Acute/Chronic Care, Neonatal, Gerontology, Critical Care Adult), Nurse Practitioner (Family, Adult Acute Care, Adult Primary Care, Adult Cardiovascular Care, Adult Oncology, Gerontology, Pediatrics, Neonatal, Pediatric Acute - Chronic Care, Combined Neonatal - Pediatric in Rural Health), and Nurse Anesthesia. Non-clinical advanced practice majors include Clinical Research Management, Nursing and Healthcare Leadership, Nursing Education, and Nursing Informatics. The School of Nursing also offers a joint MSN/MBA program through a collaborative arrangement with Meredith College (Raleigh, NC) that facilitates completion of the MSN degree in Nursing and Health Care Leadership or Clinical Research Management at the Duke School of Nursing, and the MBA at Meredith College.

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, ethical, and political, that influence systems of health care, health of populations, and patient outcomes.
7. Demonstrate the ability to engage in collegial intra- and inter-disciplinary relationships in the conduct of advanced practice.

RN TO MSN PATHWAY

The Duke University 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 admission criteria for acceptance into the Master's Program with the exception of having a BSN from an accredited nursing school.

THE POST-MASTER'S CERTIFICATE PROGRAM

The Duke University School of Nursing offers a Post-Master's Certificate to students who possess a Master's degree from an NLNAC or CCNE accredited School of Nursing or possess a Master's degree in another discipline acceptable to the specialty faculty. Applicants with non-nursing Master's degrees will be considered for the Clinical Research Management program only, and must possess a Master's/graduate degree from a discipline acceptable to the specialty faculty. The student must successfully complete the required courses in the chosen nursing major, and the number of credits required to complete the certificate program varies by major. Completion of the certificate program will be documented in the student's academic transcript. Depending upon the major, the student may meet the qualifications to apply for certification for advanced practice in the specialty area. For example, students who complete the Post-Master's Certificate in the nurse practitioner majors are eligible to sit for certification examinations.

PHD PROGRAM IN NURSING

The Duke University PhD Program in Nursing prepares 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) prepare for an entry-level role in an academic setting.

The PhD program requires a minimum of 54 credit hours of course work prior to the 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 is expanded with elective courses in statistics, research methods, and the minor area (18 credits) to be taken mainly outside of nursing in other Duke University departments. In addition to course work and a dissertation, the PhD Program in Nursing will include two program-long structured activities which provide mentored research and teaching experiences supporting the 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. Students are expected to complete the program in four to five years.

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

1. Demonstrate expertise on trajectories of chronic illness and care systems, and the intersection between these, as applied to a specific population (e.g., age, gender, ethnic, or specific illness groups).

2. Contribute to the development of conceptual models and theories about trajectories of chronic illness, care systems, and their intersection, which reflect synthesis of knowledge from nursing and other disciplines.
3. Evaluate and synthesize research conducted in nursing and related disciplines.
4. Demonstrate scientific integrity in designing and conducting nursing research using appropriate methods and analysis techniques, especially longitudinal methods.
5. Conduct interdisciplinary research addressing trajectories of chronic illness, care systems, and the intersection between these, using culturally competent approaches.
6. Disseminate research findings to advance the evidence base for practice in nursing and health care, particularly addressing trajectories of chronic illness and care systems.

A baccalaureate or Master's degree in nursing from a program accredited by NLNAC or CCNE is required for admission to the PhD Program in Nursing. The student entering the PhD program without a Master's degree in nursing must complete 30 credit hours of coursework in addition to the PhD requirements. For additional information about the PhD program and course details, consult the *Bulletin of the Duke University Graduate School 2007-08* (<http://www.registrar.duke.edu/bulletins/Graduate/2007-08/gradbulletin2007-08.pdf>) and the Web page for the PhD Program on the Duke University School of Nursing Web site (http://nursing.duke.edu/modules/son_academic/index.php?id=4), or send email to: nursephd@notes.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 from the Duke University School of Nursing should contact the Office of Admissions and Student Services toll-free at 1-877-415-3853, locally at (919)-684-4248, or by sending e-mail to SonAdmissions@mc.duke.edu. Program information and downloadable admissions materials are also available at: http://nursing.duke.edu/modules/son_admissions/index.php?id=1.

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 in any major from an accredited college.
2. A strong academic record with a minimum of a 3.0 undergraduate GPA on a 4.0 scale.
3. Completion of the following course prerequisites (may be as part of the Bachelor's degree), with a minimum grade of 2.0 on a 4.0 scale:
 - Human Anatomy and Physiology 6-8 credits
 - Microbiology (lab recommended) 3-4 credits
 - Basic Statistics 3 credits
 - General Psychology 3 credits
 - General Sociology 3 credits
 - English Composition 3-6 credits
4. Completion of undergraduate coursework in nutrition and growth and development is strongly recommended.
5. Graduate Record Examination (GRE) preferred score of 1000 or higher (combined Verbal and Quantitative) and a Writing Analysis preferred score of 3.5 or higher. For information about the GRE and a current list of testing dates and locations, consult the ETS (Educational Testing Service) Web site at <http://www.gre.org>.
6. When registering for the GRE, enter institutional code 5156 on your list of score recipients in order to ensure that your scores are sent to Duke University.
7. Completion of application for admission¹, including one copy of all post-secondary educational transcripts. Online applications are strongly encouraged. Official transcripts must be submitted from all universities attended. International transcripts should be sent to a credential evaluation agency such as World Education Services.

¹. The complete Accelerated BSN Program application package is available for downloading at: <http://statlink.duke.edu/wmedia/LECTURES/WebDocs/ABSFullPDF.pdf>. The ABSN application package is also available from the Office of Admissions and Student Services.

8. Three letters of recommendation that address the student's academic abilities and strengths as a self-directed learner. Use the reference forms provided in the Accelerated BSN Program application package.
9. Personal statement from the applicant. (For details, consult page three of the *Accelerated Second Degree Bachelor of Science in Nursing (BSN) Program Admissions Application*, which is included in the Accelerated BSN application package.)
10. Completion of a personal interview with a faculty member. The interview may be in-person, telephone, or web-based.
11. Physical health and emotional stability sufficient to meet the demands of nursing practice and provide safe patient care.
12. Knowledge of intermediate computer skills in Word, emailing, Web searching and browsing.
13. Fluency in speaking, reading, and writing English (for international applicants).
14. \$50 non-refundable application fee, payable by check or money order made out to "Duke University School of Nursing", or online by credit card if the application is submitted online. Do not send cash. Payments made by check or money order should be mailed to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. No application will be processed until the application fee is paid.

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

ADMISSION REQUIREMENTS FOR THE MASTER'S DEGREE¹

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. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Bachelor's or post-Bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics (basic biostatistics).
4. Graduate Record Examination (GRE) preferred score of 1000 or higher (combined Verbal and Quantitative) and a Writing Analysis preferred score of 3.5 or higher. For students who have earned a Master's or higher degree, the GRE requirement is waived. For information about the GRE and a current list of testing dates and locations, consult the ETS (Educational Testing Service)

¹. 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).

Web site at <http://www.gre.org>. When registering for the GRE, enter institutional code 5156 on your list of score recipients in order to ensure that your scores are sent to Duke University.

5. Completion of application and application supplement forms¹, with one official copy of all post-secondary educational transcripts. Online applications are strongly encouraged. Official transcripts must be submitted from all universities attended. International transcripts should be sent to a credential evaluation agency such as World Education Services.
6. 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.
7. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - a) your license is from a state participating in the Nurse Licensure Compact (NLC),² and that is your primary state of residence (your declared fixed permanent and principal home for legal purposes, or domicile); or
 - b) 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.³
8. Three references attesting to academic ability, professional competency, and professional qualifications. Use the Duke University School of Nursing reference form (available at <http://nursing.duke.edu/wysiwyg/downloads/ReferenceForm.pdf>.)
9. Personal statement from the applicant. (For instructions, consult page 3 of the *Admissions Application, Master of Science in Nursing and Post-Master's Certificate Programs*.)

1. To download the Admissions Application for the Master of Science in Nursing and Post-Master's Certificate Programs, the Application Supplement Form, and an Application Checklist with instructions, use the links provided at http://nursing.duke.edu/modules/son_admissions/index.php?id=7. The forms are also available from the Office of Admissions and Student Services.

2. Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, is available from the National Council of State Boards of Nursing Web site at <https://www.ncsbn.org/nlc.htm>.

3. All students from states participating in the NLC and all distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services. 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 state participating in the NLC and not distance-based students must obtain a license to practice as a registered nurse in the state of North Carolina before matriculation. All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service. Information about licensure procedures for the State of North Carolina can be accessed on the North Carolina Board of Nursing Web site at <http://www.ncbon.com/content.aspx?id=994>, or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, North Carolina, 27602 (telephone 1-919-782-3211).

10. Must possess physical and mental skills and abilities necessary to successfully complete the School of Nursing curriculum.
11. Basic Life Support Certification for Healthcare Providers.
12. Resume or Curriculum Vitae.
13. Telephone or personal interview as determined by program.
14. \$50 non-refundable application fee, payable by check or money order made out to "Duke University School of Nursing", or online by credit card if the application is submitted online. Do not send cash. Payments made by check or money order should be mailed to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. No application will be processed until the application fee is paid.

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 RN-TO-MSN PATHWAY

Applicants for the RN-to-MSN Pathway must have a Bachelor's degree in any field and either an Associate degree or a Diploma in Nursing from an accredited program. In all other respects, the admission requirements for the RN-to-MSN Pathway and the requirements for the Master of Science in Nursing degree program are the same.

ADMISSION REQUIREMENTS FOR THE POST-MASTER'S CERTIFICATE OPTION¹

1. A Master's degree from an NLNAC or CCNE accredited school of nursing, or a Master's degree in another discipline acceptable to the specialty faculty.
2. Bachelor's or post-baccalaureate course work must include satisfactory completion of a course in descriptive and inferential statistics. This requirement is waived if the student has completed a graduate course in statistics.
3. Completed application form and application supplement² with one copy of all post-secondary educational transcripts. Online applications are strongly encouraged. Official transcripts must be submitted from all universities attended. International transcripts should be sent to a credential evaluation agency such as World Education Services.
4. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - a) your license is from a state participating in the Nurse Licensure Compact (NLC),³ and that is your primary state of residence (your declared fixed permanent and principal home for legal purposes, or domicile); or

1. 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.

2. To download the Admissions Application Form for the Master of Science in Nursing and Post-Master's Certificate Programs, the Application Supplement Form, and an Application Checklist with instructions, use the links provided at http://nursing.duke.edu/modules/son_admissions/index.php?id=7. These forms are also available from the Office of Admissions and Student Services.

3. Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, is available from the National Council of State Boards of Nursing Web site at <https://www.ncsbn.org/nlc.htm>

- b) 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.¹
5. Two letters of academic and/or professional reference. Use the Duke University School of Nursing reference form, which can be downloaded from <http://nursing.duke.edu/wysiwyg/downloads/ReferenceForm.pdf>.
6. Must possess physical and mental skills and abilities necessary to successfully complete School of Nursing Curriculum.
7. Personal interview. Other arrangements will be made when distance is a factor.
8. \$50 non-refundable application fee, payable by check or money order made out to "Duke University School of Nursing", or online by credit card if the application is submitted online. Do not send cash. Payments made by check or money order should be mailed to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. No application will be processed until the application fee is paid.

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 NON-DEGREE OPTION

An individual may take Master's level courses as a non-degree student, provided that he or she has a Bachelor's degree. Non-degree students are admitted to individual courses by permission of the instructor on a space-available basis. To apply, submit a completed non-degree application for admission (<http://nursing.duke.edu/wysiwyg/downloads/NonDegree.pdf>), with one official copy of all post-secondary school transcripts and a \$50 nonrefundable application fee, to the Duke School of Nursing Office of Admissions and Student Services.

Students who register for clinical courses must also submit two letters of reference from employers and evidence of licensure as a nurse in North Carolina or a state participating in the Nurse Licensure Compact (NLC)² 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 to take a course is granted by the faculty, the student will be notified by the Office of Admissions and Student Services.

Admission as a non-degree student in the School of Nursing does not imply or guarantee admission to 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

1. All students from states participating in the NLC and all distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services. 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 state participating in the NLC and not distance-based students must obtain a license to practice as a registered nurse in the state of North Carolina before matriculation. All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service. Information about licensure procedures for the State of North Carolina can be accessed on the North Carolina Board of Nursing Web site at <http://www.ncbon.com/content.aspx?id=994>, or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, North Carolina, 27602 (telephone 1-919-782-3211).

2. Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, is available from the National Council of State Boards of Nursing Web site at <https://www.ncsbn.org/nlc.htm>.

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.

Admission Requirements for the PhD Program

The PhD Program in Nursing is a program of the Duke University Graduate School. Applications for the PhD program should be submitted online to the Graduate School at <https://app.applyyourself.com/?id=dukegrad>. Prerequisites for admission to the PhD Program include:

1. A *Baccalaureate or Master's degree in nursing* from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) is required for admission to the PhD program. The student entering the PhD program without a Master's degree in nursing must complete 30 credit hours of additional coursework in addition to PhD requirements (see below).

Post-Master's students. For the student entering the PhD program with a Master's degree in nursing, the transcript must show satisfactory completion of a Master's level nursing research course and a graduate course in descriptive and inferential statistics. These prerequisites may be met by taking N307 (Research Methods) and N308 (Applied Statistics) before proceeding with PhD coursework.

Post-baccalaureate students. The student entering the program with a baccalaureate degree in nursing will be admitted following demonstration of exceptional qualifications and clear research-oriented career goals. The post-baccalaureate applicant must apply to and be accepted by both the DUSON School of Nursing Master's program and the Duke University Graduate School.

The student entering the PhD program post-baccalaureate must meet specific requirements (30 credit hours as described below) for a Master of Science in Nursing degree that will be awarded only at the completion of the PhD program. A post-baccalaureate student who does not complete the PhD requirements will not receive a Master's degree unless he or she completes the full requirements of an existing clinical (e.g., Pediatric Nurse Practitioner, Gerontological Nurse Practitioner) or non-clinical (e.g., Nursing and Healthcare Leadership, Clinical Research Management) program of the Master of Science in Nursing Program.

Baccalaureate students in the PhD program will declare a substantive focus area (e.g., gerontology, oncology, pediatric nursing, nursing and healthcare leadership). The prerequisite Master's coursework, which will add approximately one year to the doctoral program, includes:

Master of Science in Nursing courses (14 credits)

- N301. Population-Based Approaches to Health Care (3 credits)
- N303. Health Services Program Planning and Outcomes Analysis (3 credits)
- N307. Research Methods (3 credits)
- N308. Applied Statistics (2 credits)
- N315. Directed Research (3 credits)

Specialty coursework in the substantive focus area (16 credits)

2. *Nursing License.* Applicants must hold a current nursing license in a U.S. state. It is recommended that students hold a North Carolina nursing license. Information about licensure procedures for the State of North Carolina may be obtained from the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, North Carolina 27602, the NCBON Web site (<http://www.ncbon.com/content.aspx?id=994>), or by calling (919)-782-3211.
3. *Graduate Record Examination (GRE).* The Graduate Record Examination (GRE) is required of all applicants to the PhD Program. The scores submitted must be from a GRE taken within the past five years.
4. *Personal Statement.* Applicants to the PhD Program must prepare a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. Instructions for writing this personal statement are available at http://nursing.duke.edu/modules/son_academic/index.php?id=48. The personal statement must be submitted separately to both the Graduate School of Duke University and the School of Nursing.
5. *Curriculum vitae.* Applicants to the PhD Program must submit to the School of Nursing a curriculum vitae (CV) summarizing their education, career experience, and contributions, if any (e.g., articles, presentations, research experience). The Graduate School does not require a copy of the CV.
6. Applicants should send both the personal statement and the CV electronically to huppert@duke.edu.
7. *Personal Interview.* Applicants may be asked to come to Duke for an interview with the admissions committee. In some cases, this interview may be conducted by telephone.
8. *Application Fee.* A nonrefundable \$75 application fee (\$65 if received by November 15th) must accompany the application.

Technology Requirements

Students entering the PhD Program are expected to have a laptop computer with wireless network capability, the current version of the Windows operating system, and Office Professional 2003 or higher. (The School of Nursing, Duke University Medical Center Library, and many other areas of the campus are enabled for wireless access.)

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. If English is not the primary language, the applicant achieve a satisfactory score on the Test of English as a Foreign Language (TOEFL): 550 or above if the tests is taken in paper/pencil format, 213 or above for TOEFL taken in computerized format, and 83 or above if the test is taken in the internet-based iBT format. (TOEFL is currently administering only the paper/[pencil and internet-based versions of the test.) For testing dates and locations and additional information about the test, consult the TOEFL web site (<http://>

www.toefl.org) or TOEFL® Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ (telephone: 1-609-771-7100 or 1-877-863-3546).

3. To comply with federal authorities, Duke University now requires all non-citizen students to present evidence of immigration status to the International Office by the first day of classes, and whenever their status changes. Failure to comply will result in withholding of enrollment.

Additional Requirements for MSN, Post-Master's Certificate, and PhD Programs

1. A passing score on the Commission on Graduates of Foreign Nursing Schools (CGFNS) Qualifying Exam.
2. Full Education Course-by-course Report from the CGFNS Credentials Evaluation Service.

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

FULL-TIME AND PART-TIME DEGREE STATUS

Opportunities for part-time study are available for most School of Nursing programs, except for the Accelerated BSN, Nurse Anesthesia, and PhD programs. For students in the Accelerated BSN Program, full-time status is defined as taking 15 credits per semester, except when fewer credits are needed. For on-campus Master of Science in Nursing 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.

CHANGE OF STATUS FROM FULL- OR PART-TIME STUDY (MSN AND POST-MASTER'S CERTIFICATE STUDENTS ONLY)

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. Requests should be submitted using the *Student Change of Major or Status* form, which can be obtained from the Office of Admissions and Student Services or downloaded from: http://nursing.duke.edu/wysiwyg/downloads/Change_of_Major_Form_Revised_061207.pdf.

Non-Academic Requirements for Matriculation

HEALTH AND IMMUNIZATION RECORD

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

programs. A complete list of the required immunizations is provided in "Immunization Requirements for Duke Health Science Students" on pages 60-64 of the *Duke University School of Nursing Student Handbook, 2007-2008*. The Student Handbook is available online at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>.

Each student must complete the *Duke University Student Health Immunization Form and Report of Medical History* (available online from <http://healthydevil.studentaffairs.duke.edu>), and return the completed form to: Student Health Services, Box 2899 DUMC, Duke University, Durham, North Carolina 27710, Attention: Immunization Coordinator. (Students with any additional questions about this procedure should contact Duke Student Health by email at: DSHS_Immunizations@mc.duke.edu or by telephone at (919)-681-WELL.)

Students should begin classes with complete, verified immunization forms. For those who are unable to do so, the Durham County Health Department [telephone: (919)-560-7600] on Main Street provides some of the necessary inoculations free of charge. Online students should send in their completed and verified immunization forms at least one month prior to the start of the semester.

CERTIFICATION OF HEALTH REQUIREMENTS (ABSN)

In addition to the Health History required by Duke University, all students in the ABSN Program must certify that they meet health requirements for the program by returning a signed copy of *Form A, Certification of Health Requirements* to the Office of Admissions and Student Services. This certification form, which is not available online, will be sent to each accepted student at the time of acceptance.

CRIMINAL BACKGROUND CHECK POLICY (ABSN AND NURSE ANESTHESIA PROGRAMS)

For all students in the Accelerated BSN and Nurse Anesthesia Programs, Duke University School of Nursing policy requires the successful completion of a criminal background check verifying the student's criminal history for the previous ten years (or from the date that the individual turned 18 years of age, whichever is shorter). The School of Nursing utilizes a criminal background check form currently in place for the Duke University Health System and currently used by the Duke University Medical School, and will contract with an outside agency to perform the background check. Students seeking admission to the ABSN and Nurse Anesthesia Programs will be asked to sign a consent for the criminal background check, and will be notified that clinical sites may require access to the criminal background check prior to rotation to the clinical facility. Agreement to the background check is a condition for admittance to the ABSN and Nurse Anesthesia Programs, and the completed background check is a mandatory requirement for enrollment. The \$50 fee for the criminal background check will be charged to the first semester charges.

BASIC LIFE SUPPORT TRAINING (ABSN)

All entering ABSN students must have a current American Heart Association Basic Life Support - Healthcare Provider card demonstrating successful completion of AHA Basic Life Support for Healthcare Providers training. This training will be provided as part of student orientation.

SAFETY TRAINING

All Duke University School of Nursing students are required to have safety training. Safety training courses provided to all incoming students during orientation are listed on page 21 of the *Duke University School of Nursing Student Handbook 2007-2008* (available online at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>). Safety training must be

updated annually in order to maintain active enrollment. It is the student's responsibility to maintain a current training status. Online safety training modules are available through <http://www.safety.duke.edu/onlineTraining/default.asp>.

Admission Application Information

APPLICATION PROCESS

Accelerated BSN, Master of Science in Nursing, and Post-Master's Certificate Programs. Applicants to the Accelerated BSN, Master of Science in Nursing, and Post-Master's Certificate Programs of the Duke University School of Nursing must submit completed applications to the Office of Admissions and Student Services. Information about the application process and packages of application forms for these programs can be accessed through links provided in http://nursing.duke.edu/modules/son_admissions/index.php?id=7. Applicants to these programs are strongly encouraged to submit their applications online (<https://app.applyyourself.com/?id=duke-nurs>).

A nonrefundable processing fee of \$50, payable by check or money order, must accompany each application. Payments made by check or money order should be mailed to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. For online applications, payment of the processing fee may be made by credit card.

PhD Program. All applications for the PhD in Nursing must be submitted online directly to the Duke University Graduate School. The online electronic application service for the Graduate School can be accessed at: <https://app.applyyourself.com/?id=dukegrad>. A \$75 application fee (\$65 if received by November 15th) must accompany the application. Consult http://nursing.duke.edu/modules/son_academic/index.php?id=49 for additional information about the application process for the Duke University School of Nursing PhD Program, consult:

Graduate Record Examination (GRE). The Graduate Record Examination (GRE) must be taken by all applicants to the Accelerated BSN Program and all applicants to Master of Science in Nursing Programs except those who have previously completed a Master's degree in another field. To obtain information about the Graduate Record Examination and testing dates and locations, consult the ETS (Educational Testing Service) Web site at <http://www.gre.org>. ETS can also be contacted by mail at P.O. Box 6000, Princeton, New Jersey 08541-6000 or telephone at 1-609-771-7670. When registering for the GRE, applicants should enter institution code 5156 on the list of designated score recipients in order to ensure that scores are sent to Duke University

Interview Arrangements. After application information is received by the Office of Admissions and Student Services, the applicant will be contacted by faculty members to make arrangements for a personal interview. Following this interview, the Admissions Committee will review the student's application.

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 semester matriculation. Applications received after this date will be considered on a space-available basis.

- Preference for applicants for the Nurse Anesthesia Program is given to applications received by July 1st for spring matriculation. Applications received after this date 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. Applications received after this date will be considered on a space-available basis.
- For all other MSN and Post-Master's Certificate programs, the Duke University School of Nursing accepts and reviews applications on a rolling basis, with the following submission deadlines: August 1st for fall matriculation and December 20th for spring matriculation. Students applying for the summer semester are encouraged to submit their materials at least one month in advance of the first day of classes. Applications received after these dates will be considered on a space-available basis.
- PhD students are admitted once a year for Fall Term. Applications for the PhD Program must be received by the Graduate School no later December 15th for matriculation in the Fall semester of the next calendar year. (Applications received by November 15 will pay a discounted application fee.)

FINANCIAL AID

Applicants who wish to be considered for financial assistance must complete and submit a free application for Federal Student Aid (FAFSA) while applying for admission. Applications for FAFSA can be made directly online to www.fafsa.ed.gov.

Application forms for School of Nursing merit scholarships are included in the application packets for the Accelerated BSN Program and for the Master of Science in Nursing/Post-Master's Certificate Programs, and are also available from the Office of Admissions and Student Services at the School of Nursing. Applicants to the ABSN Program who are planning to matriculate in the Fall semester must submit applications for merit scholarships by March 1st. Applicants to the Master of Science in Nursing and Post-Master's Certificate Programs should submit applications for merit scholarships no later than March 1st for Summer and Fall matriculation, and no later than October 1st for Spring matriculation. Consult the Financial Aid chapter beginning on [page 88](#) of this bulletin, for additional information about the scholarships, grants, traineeships, and educational loans available to students at the Duke University School of Nursing.

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.

TUITION DEPOSIT

The process of admission is not complete until the School of Nursing Office of Admissions and Student Services has received the acceptance forms and the nonrefundable tuition deposit. The tuition deposit is \$500 for the Accelerated BSN Program, and \$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.

General Information About Academic Programs

COMMUNICATION BETWEEN DUKE UNIVERSITY AND STUDENTS

Electronic mail (e-mail) is the official medium by which Duke University communicates policies, procedures, and items related to course work or degree requirements to students enrolled at the university. All students matriculated at the School of Nursing are

assigned a Duke University e-mail account upon 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. Before enrolling in classes, incoming students should complete the training provided online through the Duke University School of Nursing Cyber Student Camp (<http://soncc.duhs.duke.edu/page/home>). Incoming students in the ABSN Program and some graduate programs are required to purchase a Personal Digital Assistant (PDA) and software for class, clinical, and laboratory use. Specific recommendations for PDA purchase will be announced each year to incoming ABSN students during the summer preceding matriculation. Additional information about PDAs is available at http://soncc.duhs.duke.edu/page/pda_savvy and http://nursing.duke.edu/modules/son_academic/index.php?id=76. Minimum and recommended specifications for computer hardware are provided on the "Computer Specifications" web page (http://nursing.duke.edu/modules/son_prosstudents/index.php?id=7).

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 student and the student's academic advisor will develop, update, and maintain a matriculation plan that charts progression to graduation. The academic advisor assists the student in planning and implementing this course of study throughout the program.

CLINICAL SITE PLACEMENT

Clinical learning experiences afford students the opportunity to further use the theory and skills that they have learned in the classroom and the Center for Nursing Discovery. Clinical Placement Services functions as the liaison between the School of Nursing and the many clinical agencies with whom it partners to provide a well-rounded education to all students. Students are assigned to clinical placements based on the faculty's selection of clinical sites specific to the learning objectives of the course, site characteristics, and availability. 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. MSN students who live outside of North Carolina may be required to attend a clinical site in North Carolina.

GLOBAL HEALTH EXPERIENCES

Duke University School of Nursing promotes global health experiences for students. Although optional, opportunities for cultural immersion and study abroad are encouraged for ABSN and graduate students. Information on international student placements is available from the Office of Global and Community Health Initiatives of the Duke University School of Nursing (http://nursing.duke.edu/modules/son_global/index.php?id=15). The cost of all international placements is the responsibility of the student.

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.

Academic 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 (ABSN)

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) and the deadline for completion of work. At most, students have one calendar year from the date the course ended to remove the "I". If after one year the "I" grade is not removed, it will convert to a grade of F.

Academic Warning and Administrative Withdrawal (ABSN)

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. A student whose cumulative GPA falls below 2.5 at any time will receive a letter of academic warning and will be required to meet with his or her 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 grade (0.0) in any clinical course, or two F grades in non-clinical courses will result in administrative withdrawal from the program at the end of the semester in which the final F grade is received.

Course Drop/Add/interruption And Withdrawal (ABSN)

Dropping courses must be done during the designated period of time in the semester. If a student withdraws from a course after the Drop/Add 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 Associate Dean for Academic Affairs to receive a Withdrew (W).

If an ABSN student withdraws from a course, he or she withdraws from the ABSN Program. In the event of withdrawal, refunds of tuition and fees (if any) are governed by the policies described on [page 104](#) of this Bulletin. Students withdrawing from the ABSN Program for any reason will be considered for readmission on a space-available basis.

Leave of Absence (ABSN)

Students who find it necessary to interrupt their program of study should request in writing a leave of absence addressed to the Accelerated BSN Program Chair. A maximum of one calendar year's leave may be granted.

Student Parental Leave: Child-bearing or adoption should not jeopardize a student's experience in the School or the completion of a program of study. The leave policy applies to both female and male students. A student may have up to six (6) weeks of leave for the birth or adoption of a child. The student and the advisor and/or faculty will determine modifications to clinical scheduling or course work deadlines to accommodate the leave period. A record of this plan will be placed in the student's file. Should additional time beyond 6 weeks be needed, the student may convert to a medical or personal leave, depending on the circumstances, as outlined in those policies.

Leaves of any length in the ABSN Program will result in a one-year delay in progression and require pre-planning.

Withdrawal from the Program (ABSN)

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 Associate Dean for Academic Affairs before the expected date of withdrawal. Requests for withdrawal should be submitted using the *Student Change of Major or Status* form, which can be obtained from the Office of Admissions and Student Services or downloaded from the School of Nursing Web site at the following URL: http://nursing.duke.edu/wysiwyg/downloads/Change_of_Major_Form_Revised_061207.pdf.

Involuntary Administrative Withdrawal Policy. School of Nursing students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others due to apparent medical or psychological distress and who do not request voluntary withdrawal may be subject to involuntary withdrawal (permanent or temporary) from the School of Nursing if their behavior renders them unable to effectively function in the University community. Additional information concerning this policy is provided in the *Duke University School of Nursing Student Handbook, 2007-2008*, page 16. The *Student Handbook* is available online at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>.

MASTER OF SCIENCE IN NURSING (INCLUDING RN-TO-MSN) AND POST-MASTER'S CERTIFICATE Grades (MSN/PMC)

Most courses in the School of Nursing counting toward the Master's degree or Post-Master's Certificate 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).

Certain courses in the Master of Science in Nursing Program (including, but not limited to independent study (N359), directed research (N315), residencies, and electives) have a designation of "credit". The designation of "Cr" indicates that the student has successfully completed all the requirements for those credits registered. A Z grade is used to note that a student has successfully completed the first term of a two-course sequence. Once the second

term is completed, the Z grade is replaced with the grade for both terms. The designation “NCR” indicates that the student has failed the course, and “NCR” is treated as an “F.”

In case of illness or other nonacademic problems, it is the student's responsibility to negotiate with the professor for an “I” (incomplete grade) and the deadline for completion of work. At most, students have one calendar year from the date the course ended to remove the “I”. If after one year the “I” grade is not removed, it will convert to a grade of F.

Academic Warning and Administrative Withdrawal (MSN/PMC)

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. F grades (0.0) in any two graduate level courses will result in administrative withdrawal from the school at the end of the semester in which the second F 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 will be 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 Drop/Add/Withdrawal (MSN/PMC)

Students may make changes in their schedule before the end of the Drop/Add 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 Drop/Add 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 Associate Dean for Academic Affairs to receive a Withdrew (W). In the event of withdrawal, refunds of tuition and fees (if any) are governed by the policies described on [page 104](#) of this Bulletin.

Leave of Absence (MSN/PMC)

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

Student Parental Leave. Child-bearing or adoption should not jeopardize a student's experience in the School or the completion of a program of study. The leave policy applies to both female and male students. A student may have up to six (6) weeks of leave for the birth or adoption of a child. The student and the advisor and/or faculty will determine modifications to clinical scheduling or course work deadlines to accommodate the leave

period. A record of this plan will be placed in the student's file. Should additional time beyond 6 weeks be needed, the student may convert to a medical or personal leave, depending on the circumstances, as outlined in those policies.

Completion of Clinical Coursework within the Academic Semester. If a student is unable to complete the clinical requirements by the last official day of the semester there are two options:

- If the clinical hours needed are minimal, an extension of the contract to the last day of the semester can be considered. The course coordinator, clinical site and preceptor must be in agreement. The course coordinator requests the specific contract extension to the Associate Dean for Academic Affairs. The approved request is sent to Clinical Placement Services for immediate attention in extending the contract. Once that is completed, the student is permitted to extend the time at the site. Should the student not complete the hours within the extension period, the course coordinator may consider giving the student an Incomplete.
- If the clinical hours needed are more extensive or the site/preceptor is not able to accommodate an extension, the hours will be carried to the next semester and the student will be given an Incomplete, and the student must register for course continuation.

Interruption of Clinical Course Sequence. Graduate students who have begun their clinical courses and who take a leave of absence for one or more semesters or do not progress to the subsequent clinical course will be required to meet with their advisor. A written plan will be developed and agreed upon by the student, course coordinator, and the advisor. The plan may include clinical, laboratory, didactic, or written work which is necessary to refresh the student's clinical skills when he or she returns to the clinical course sequence. It is recognized that refresher plans will consider the amount of clinical work which has preceded the leave, and the specific requirements of the student's program.

Withdrawal from the Master of Science in Nursing Program, RN-to-MSN Pathway, or Post-Master's Certificate 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 Associate Dean for Academic Affairs before the expected date of withdrawal. Requests for withdrawal should be submitted using the *Student Change of Major or Status* form, which can be obtained from the Office of Admissions and Student Services or downloaded from the School of Nursing ebsite at the following URL: http://nursing.duke.edu/wysiwyg/downloads/Change_of_Major_Form_Revised_061207.pdf Students who have withdrawn from the school must re-apply for admission according to regular admission policies.

Involuntary Administrative Withdrawal Policy. School of Nursing students who exhibit harmful, potentially harmful, or disruptive behavior toward themselves or others due to apparent medical or psychological distress and who do not request voluntary withdrawal may be subject to involuntary withdrawal (permanent or temporary) from the School of Nursing if their behavior renders them unable to effectively function in the University community. Additional information concerning this policy is provided in the

Duke University School of Nursing Student Handbook, 2007-2008, page 16. The Student Handbook is available online at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>.

Transfer of Graduate Credits (MSN/PMC)

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) or higher, 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. The Request for Transfer of Graduate Credit forms can be obtained from the Office of Admissions and Student Services or downloaded from the following URL: <http://nursing.duke.edu/wysiwyg/downloads/TransferCreditForm.pdf>.

Transfer of Credits for Duke ABSN Students Entering the MSN Program

A Duke University School of Nursing Accelerated BSN graduate who is admitted to a Duke School of Nursing Master of Science in Nursing (MSN) program will have the 15 graduate credits completed during the ABSN program applied to his or her MSN program. Depending on the MSN specialty, these credits may or may not be applicable to the specialty's requirements.

Transfer to Another Graduate Nursing Major (MSN)

A student in the Master of Science Program may change his or her graduate nursing major, contingent upon approval of the faculty involved. The student must file a request for a change of major must be filed using the *Student Change of Major or Status* form, which can be obtained from the Office of Admissions and Student Services or downloaded from: http://nursing.duke.edu/wysiwyg/downloads/Change_of_Major_Form_Revised_061207.pdf. A student who has changed majors must meet all requirements of the new major in order to complete the MSN degree.

Time for Completion of the Master's Degree

The Master's degree student should complete all requirements for the MSN degree within five calendar years from the date of initial matriculation. Full-time residence is not 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.

PHD PROGRAM

Academic Policies

Academic policies for the PhD Program are governed by the Duke University Graduate School. Consult the Graduate School Bulletin (<http://registrar.duke.edu/bulletins.graduate>) for details.

Information for all Students

ACCOMMODATIONS 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. For additional information about the process for requesting reasonable accommodations at Duke University, consult pages 27-29 of the *Duke University School of Nursing Student Handbook, 2007-2008* (available at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>).

The Vice-President for Institutional Equity is the designated compliance officer for the ADA and the Rehabilitation Act of 1973 at Duke University. The compliance officer can be contacted by telephone at (919)-684-2222.

Graduates of the Accelerated BSN Program who are candidates for National Council Licensure Examination (NCLEX) and are requesting testing modification due to disability are required by the North Carolina Board of Nursing to supply the following documentation:

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

The North Carolina Board of Nursing will contact the candidate when the request for testing accommodations has been evaluated. For additional information about the documentation required for NCLEX testing accommodations, consult the following web page: <http://www.ncbon.com/content.aspx?id=216&terms=disability>.

COUNSELING AND PSYCHOLOGICAL SERVICES

Counseling and Psychological Services (CAPS) is located on the Duke University West Campus in Page Building, Suite 214. CAPS, a component of Duke University Student Services, provides a range of counseling and psychological services designed to address acute emotional and psychological difficulties in 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 visit their Web site at: <http://caps.studentaffairs.duke.edu>.

DUKE HARASSMENT POLICY

Duke University has a strong commitment to providing respectful work and learning environments for all members of its community. Duke's policy prohibiting harassment (briefly reviewed below) is intended to reinforce that commitment. The complete policy text may be accessed at http://www.duke.edu/web/harassmentprevention/har_policy.htm or by calling the Office for Institutional Equity (OIE) at (919)-684-8222.

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 – can also occur, 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. The 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.

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 Web site at <http://www.duke.edu/web/equity/>.

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

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. Academic appeals should adhere to the established guidelines, as summarized in the "Student Grievance/Academic Appeal Procedures" section on pages 11-12 of the *Duke University School of Nursing Student Handbook, 2007-2008*, accessible online at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>. Information about procedures for academic appeals is also available from the Office of Admissions and Student Services.

CONFIDENTIALITY OF STUDENT RECORDS

Duke University adheres to a policy of compliance with the Family Education Rights and Privacy Act (FERPA) which permits students to access their educational records and certain confidential financial information. Students may request in writing to review any information contained in their educational records and may, using appropriate procedures, challenge the content of these records. Additional information about Duke University records policy and procedures under the Family Education Rights and Privacy Act is available at: <http://www.registrar.duke.edu/registrar/studentpages/student/ferpa.html>.

Except for directory information, no 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 University 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 University Registrar by the end of the second week of classes each term.



COMMENCEMENT

The Duke University School of Nursing Hooding and Recognition ceremony is held during graduation weekend in May of each year for students graduating in September, December, and May. In addition, the Duke University Commencement Exercises for all graduates are held at Wallace Wade Stadium. Information about both events is sent to all graduates in early spring.

RECORDS POLICY

Duke University adheres to a policy of compliance with the Family Education Rights and Privacy Act. The policy (1) permits students to inspect their education records, (2) limits disclosure to others of personally-identifiable information from education records without students' prior written consent, and (3) provides students the opportunity to seek correction of their education records where appropriate.

May graduates may pick up their diplomas on the day of graduation exercises in May. Students who complete degree requirements by the end of the summer or fall term receive diplomas dated September 1 or December 30, respectively. There is a delay of one to two months in the mailing of September and December diplomas, because diplomas cannot be issued until approved by the Academic Council and the Board of Trustees.

Students who will graduate in September and have only residency hours to complete during the summer have the option of participating in the May commencement exercises. In order to participate, a student may not be taking any concurrent courses in the Summer semester, all remaining residency hours must be scheduled for completion by the end of the Summer semester, and the student's advisor must approve the student's participation in the May commencement exercises. These students should submit the *Intent to Participate* form (http://nursing.duke.edu/wysiwyg/downloads/Grad_IntentToParticipate.doc) to the Office of Admissions & Student Services in order to add their names to the University Graduation list. Their names will be printed in the program of the Duke University School of Nursing Hooding and Recognition Ceremony, but will not be included in the main Duke University commencement program. (The names of these September graduates will be printed in the Duke University commencement program for the following May.)

Accelerated BSN graduates also participate in a December Pinning Ceremony marking completion of the ABSN program.

All graduates are expected to attend graduation ceremonies. School of Nursing graduates can find additional information about the School of Nursing Hooding and Recognition Ceremony at: http://nursing.duke.edu/modules/son_currentstudents/index.php?id=12.

Information about the Duke University Commencement Exercises and a full list of graduation weekend events is available at the Duke University graduation Web site: <http://www.duke.edu/web/graduation/>.

Program Requirements



Accelerated Bachelor of Science in Nursing Degree Requirements

Completion of the Bachelor of Science in Nursing Program requires the completion of 58 credit hours of study.

	Credits
Fall Courses	
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 in 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, Management, and Contemporary Issues in Nursing	3
*N502. Health Promotion and 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 and Synthesis	4
*N307. Research Methods	3
TOTAL	58

Master of Science in Nursing Degree Requirements

Each of the school's majors requires the completion of 39 to 60 units of credit. These units include four courses required of all master's students, the research options, courses in the major, and electives.

REQUIRED COURSES AND RESEARCH OPTIONS FOR MSN

Required MSN Courses	Credits
N301. Population-Based Approaches to Health Care	3
N303. Health Services Program Planning and Outcomes Analysis	3

* Signifies graduate courses and graduate credit

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 Courses and Research Options 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 Required Courses/Research Options	14-17
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: Theory and Practice	3
N498. Synthesis of Specialty Practice	4
Electives	6
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	39-42

NURSING EDUCATION

The MSN in Nursing Education is an online program 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 online 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 that they are 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. Coursework in the program includes the following:

Nursing Education	Credits
MSN Required Courses/Research Options	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
N498. Synthesis of Specialty Practice	3
N502. Health Promotion and Disease Prevention	3
N540. Principles of Clinical and Classroom Teaching	3
N541. Technology and Curriculum Design	3
N542. Tests and Measurements	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 Required Courses/Research Options	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 two 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:

Nursing Informatics	Credits
MSN Required Courses/Research Options	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. Capstone Seminar in Clinical Informatics Practice	2
N498. Synthesis of Specialty Practice	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 collaboration with Meredith College, a joint MSN/MBA degree. The specialty director can provide details of coursework requirements for this program.

FAMILY, ADULT, AND GERONTOLOGY NURSE PRACTITIONER MAJORS: ADULT ACUTE CARE, ADULT PRIMARY CARE, CARDIOVASCULAR, ONCOLOGY, FAMILY AND GERONTOLOGY

Nurse practitioner (NP) 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 Required Courses/Research Options	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 Required Courses/Research Options	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 Required Courses/Research Options	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 Required Courses/Research Options	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
MSN Required Courses/Research Options Elective	2
Total	44-47

Family Nurse Practitioner	Credits
MSN Required Courses/Research Options	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 Required Courses/Research Options	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. A total of 600 clinical hours is required for graduation. This meets the requirements of specialty organizations and qualifies the graduate 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 of Development in Pediatric Nursing Practice	3
Total	18

Pediatric Nurse Practitioner	Credits
MSN Required Courses/Research Options	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 Required Courses/Research Options	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 Required Courses/Research Options	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 Required Courses/Research Options	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 40-44.

Clinical Nurse Specialist-Gerontology	Credits
MSN Required Courses/Research Options	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
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. Clinical Nurse Specialist Residency: Gerontology	2-4
Total	44-49

Clinical Nurse Specialist–Oncology Credits

MSN Required Courses/Research Options	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 Required Courses/Research Options	14-17
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
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 of Development in Pediatric Nursing Practice	3
N438. Clinical Nurse Specialist Residency: Pediatrics	3
Total	46-49

Clinical Nurse Specialist-Neonatal Credits

MSN Required Courses/Research Options	14-17
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

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

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 of Development in Pediatric Nursing Practice	3
Total	46-49

Clinical Nurse Specialist-Critical Care	Credits
MSN Required Courses/Research Options	14-17
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced 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
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	47-52

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 60 course credits, including over 800 clinical hours. In addition to core courses required by the School of Nursing, students will take specialty courses required by the Council on Accreditation (COA) of Nurse Anesthesia Educational programs. A Post-Master's Certificate option is available.

Nurse Anesthesia	Credits
MSN Required Courses/Research Options	14
N353. Advanced Physiology	4
N512. Pharmacology of Anesthetic Agents	3
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	4
N518. Advanced Principles of Anesthesia II	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology of Nurse Anesthetists II	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 semesters at 2 credits per semester)	14
TOTAL MINIMUM NUMBER OF CREDITS FOR GRADUATION	60



Post-Master's Certificate Program

The purpose of the Post-Master's Certificate program is to provide opportunities for students who already have a Master's 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: Theory and Practice	3
N498. Synthesis of Specialty Practice	4
Total	19

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
N498. Synthesis of Specialty Practice	3
N502. Health Promotion and Disease Prevention	3
N540. Principles of Clinical and Classroom Teaching	3
N541. Technology and Curriculum Design	3
N542. Tests and Measurements	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	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	2
N498. Synthesis of Specialty Practice	3
Total	19
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
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	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 Interventions 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
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular	1-4
Total	29-32
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*
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
<i>Clinical Nurse Specialist</i>	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. Clinical Nurse Specialist Residency: Gerontology	2-4
Total	30-32

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

ONCOLOGY NURSING

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
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
Total	28

ONCOLOGY NURSING for NP'S

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

Clinical Nurse Specialist

	Credits
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions 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 of Development in Pediatric Nursing Practice	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 of Development in Pediatric Nursing Practice	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 of Development in Pediatric Nursing Practice	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

<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 Family Nurse Practitioner	3
N431. Advanced Concepts in Pediatric Growth and Development for the Family Nurse Practitioner	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 of Development in Pediatric Nursing Practice	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 of Development in Pediatric Nursing Practice	3
N439. Nurse Practitioner Residency: Pediatrics	3
Total	41
NURSE ANESTHESIA	Credits
N353. Advanced Physiology	4
N512. Pharmacology of Anesthetic Agents	3
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	4

N518. Advanced Principles of Anesthesia II	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology for Nurse Anesthetists II	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 semesters at 2 credits/semester)	14
Total	46

Courses of Instruction



Courses of Instruction¹

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. Prerequisite: Introductory Course. 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. Prerequisite: Introductory Course. 5 credits.

210. Pharmacology and Therapeutic Modalities for Nursing. Focuses on principles of pharmacology and drug therapies including nursing implications, genetic and sociocultural factors. Explores drug information resources and alternative therapies to pharmacological intervention. Prerequisite: 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 outcomes in collaboration with other health team members. Prerequisite: 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. Prerequisite: Nursing 201, 202, 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 prenatal education. Prerequisite: Nursing 211 and 212. Enroll concurrently with Nursing 221. 4 credits.

¹. Course offerings and content subject to change. Course availability is dependent on enrollment.

221. Pediatric Nursing. Focuses on developmentally appropriate nursing care for children and their families experiencing acute and chronic pediatric problems. The clinical component encompasses acute and primary care settings and includes care for children with special needs. 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. 3 credits.

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. Prerequisite: Nursing 220, 222, 223, 502. Concurrent with Nursing 231. 3 credits.

231A. Community Health Nursing I. In this course, students will learn the foundation and principles of community health nursing practice. The course will focus on nursing care of the individual, nursing care systems, and population health. It covers the framework of public health, history of public health nursing, role of the nurse in promoting health in the community, levels of prevention, *Healthy People 2010*, and an overview of community assessment. Includes selected clinical experiences. Prerequisites: Nursing 201 and 202, Co-requisites: Nursing 211 and 212. 1 credit.

231B. Community Health Nursing II. This is a continuation of Nursing 231A. In this course students will apply the foundation and principles mastered in semester one to the practice of community health nursing. This will include culturally-based planning for community health, program planning and evaluation, social determinants of health, causal web factors of disease and the completion of the first step of a community assessment. Also includes selected clinical experiences. Prerequisite: Nursing 231A, Co-requisites: Nursing 220, 221, 224 and 502. 1 credit.

231C. Community Health Nursing III. This is a continuation of Nursing 231B. In this course students will focus on synthesizing population-based health and public health concepts to promote, maintain and restore health to families, systems and communities. Community health strategies are emphasized and applied to the completion of all clinical components. Includes designated clinical experiences. Prerequisite: Nursing 231B, Co-requisites: Nursing 230, 232 and 233. 1 credit.

232. Senior Seminar. Focuses on the integration of behaviors essential for the role transition from student to professional nurse. 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. Co-requisite: Nursing 232. 4 credits.

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

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

303. Health Services Program Planning and Outcomes Analysis. An analysis of theory and practice in the design, implementation, and evaluation of the outcomes of health services programs within an integrated health care system. From a health services planning paradigm, students conduct organizational and community needs assessments, determine priorities, plan and monitor implementation, manage change, evaluate outcomes, and provide planning reports. Prerequisite: Nursing 307. 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. 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. Prerequisite or concurrent: Nursing 307. 2 credits.

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

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

313. Thesis. 1 to 6 units. Variable credit.

314. Nonthesis Option. 1 to 6 units. Variable credit.

315. Directed Research. Working on active research protocols under the guidance of a faculty member, students gain experience and skills in study design, implementation, and/or analysis. Human and animal use issues in research are explored throughout the experience. Course may be repeated for up to 6 units. If taken in lieu of Nursing 312, 313, or 314, a minimum of 3 units is required for graduation. Consent of instructor required. 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. 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. 104 clinical hours. Prerequisites: Nursing 330, 331 (may be taken concurrently), and 336. Current BCLS certification including the Heimlich maneuver; PALS certification highly recommended. 4 credits.

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

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

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

330. Selected Topics in Advanced Pathophysiology. Focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis. With this knowledge, students learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illness. Topics covered include the pathophysiology of common health problems and complex physiological alterations encountered in advanced clinical practice. 3 credits.

331. Clinical Pharmacology and Interventions for Advanced Nursing Practice. Combines lecture and case analyses to increase skills in assessment and pharmacological management of patients with a variety of common acute and chronic health problems. Data collection

and diagnostic reasoning are emphasized in relation to drug selection, patient/family education, monitoring and evaluation of pharmacological interventions. Online. 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. Prerequisites: Nursing 330, Current BCLS Certification. Consent of instructor required. Campus or online. 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—104 clinical hours. Fall—Robert Wood Johnson Foundation program course only. 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. 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. 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 address such theoretical concepts as brainstorming, critical thinking and rhetorical theory, while focusing on aspects such as organizations, style and document design. 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. Online. 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. 4 credits.

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

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

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



400. Organizational Theory for Integrated 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. 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. 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. Online. 3 credits.

403. Synthesis of Clinical and Management Decision Making. Prepares health care leaders to be informed decision-makers. Students use information-processing techniques to synthesize the theoretical and practical components of strategic management and clinical gerontology. Using various organizational information systems, students will analyze administrative and clinical problems common in health care settings and design system level managerial and clinical interventions to resolve these problems. The course includes classroom, computer laboratory, and clinical leadership experiences. Prerequisite: Nursing 400, 401, 402, 480, 481 (may be taken concurrently), or by consent of instructor. 4 credits.

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

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

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

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

409. Overview of Healthcare Information Systems. This course provides an overview of historical, current, and emerging information systems in health care. Privacy and security issues will be covered in the context of ethical behaviors and legal/regulatory requirements. Multiple systems, vendors, processes, and organizations will be studied. Criteria, tools, and methods for evaluating health care information systems will be explored. Distance-based. 3 credits.

410. Informatics Issues in Nursing Systems. Focuses on the field of "nursing informatics" which combines nursing science, computer science, and information/decision science. Students examine issues in applying nursing informatics in complex health care organizations and administrative structures, and master problem-solving skills on selected issues. Research, ethical, social, cultural, economic, privacy/confidentiality, and legal issues are included. Consent of instructor required. Prerequisites: Nursing 303. 3 credits.

411. Nursing Informatics Theory and Application. Focuses on nursing informatics and examines both theoretical and practical issues for nursing. Students develop theoretical knowledge and technology skills through laboratory application of didactic content and a real world project involving systems analysis, information specification, and project management. Consent of instructor required. Distance-based. Prerequisites: Nursing 303 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. Prerequisites: Nursing 410 and 411. Distance-based. 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. Domain experts (health care providers) will learn tools and strategies for building data-to-outcome information systems that build on teamwork concepts, as well as, knowledge of informatics issues and standards, in developing a single-user (or small group) personal digital assistant (PDA) and database application for tracking patient safety data in real-world domain. Prerequisites: Nursing 410 and 411. Distance-based. 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. Prerequisite: N410, N411, N412, and N413. Distance-based. 2 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. 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. 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. 3 to 6 units. 300 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 4 units. 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. 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. 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. 200 to 400 residency hours. Prerequisites: Nursing 320, 321, 336, 426, 427, and 430. Variable credit.

429. Management of Acute & Chronic Health Conditions in Infants, Children & Adolescents. Focuses on pathophysiological mechanisms, clinical decision-making and treatment modalities in managing health problems seen in acutely, intensively and chronically ill infant, children and adolescents in the hospital, home or long-term care facility. A major focus of the course will be on expanding the pediatric pharmacological knowledge basic to assessment and management of pediatric patients with common acute and chronic health problems. Complex technology used in the management of pediatric patients is integrated into the course. Integration of the family into the health care plan & developmentally appropriate care are overarching themes. Primary care issues such as

immunizations, minor illnesses and health promotion are reviewed. Prerequisites: Nursing 329 and Nursing 431. 6 credits.

430. Advanced Concepts of Development in Pediatric Nursing Practice. The course addresses normal patterns and common variations of pediatric growth, development in cognitive, language, gross motor, fine motor/adaptive, personal/social domains from infancy through adolescence. Information is presented about developmental and behavioral theoretical frameworks, medical, genetic, and environmental risk factors, family systems, parenting styles, legal, ethical, and policy issues are discussed for those children who have atypical development or behavior. The promotion of wellness through anticipatory guidance of the child and family is infused into the course content and addressed at each stage of development. 3 credits.

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

438. Clinical Nurse Specialist Residency: Pediatrics. Supervised clinical practicum exploring the role of the clinical nurse specialist in a pediatric setting of the student's choice. 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. 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. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 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. 1 to 4 units. 104 clinical practice hours in direct patient care are required for family nurse practitioner majors. Prerequisites: 330, 331, 332, 333, and 334. Variable credit.

449. Nurse Practitioner Residency: Family. Supervised practice in family primary care nursing. Management of common acute and chronic illnesses of patients across the life span. Development of the domains and competencies of nurse practitioner practice in family health care settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referring patients to other health care providers. Seminars encourage the synthesis

of clinical learning and the transition to the role of Family Nurse Practitioner. 4 units. 400 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 440, 441, and 442. Variable credit.

450. Management of Critically Ill Adult Patients I. Focuses on pathophysiological mechanisms (cardiovascular, pulmonary, and hepatic), clinical decision making, and treatment modalities for managing common problems seen in acutely/critically ill patients. Integration of technological aspects of care is emphasized in both the didactic and clinical components. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. Variable credit.

451. Management of Critically Ill Adult Patients II. Focuses on pathophysiological mechanisms, clinical decision making and treatment modalities for the management of health problems seen in acutely/critically ill patients. Consent of instructor required. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, and 450. Variable credit.

455. Global Health. This course will offer students a detailed multidisciplinary introduction to major global health problems and their direct and indirect causes. Health disparities among and within nations will be explored for their causal relationships. Specific diseases and disease trends will be examined from the perspectives of biology, ethics, law, psychology, business, sociology, political science, environment, history, nursing, and other medicine. Possible interventions will be examined through the disciplinary bases of engineering, medicine and public health. Diseases will include, but not be limited to: such as malaria, tuberculosis, sexually transmitted diseases, diarrhea, heart disease, cancer, and injuries. The course will include intensive reading, archival research, and writing. The course lab will consist of guest speakers who will further introduce students to disease causal pathways and potential interventions from the perspective of the faculty members' discipline. 3 credits.

457. Critical Care Clinical Nurse Specialist Residency. Focuses on the synthesis of research, theory, and clinical management skills in the care of adults in acute/critical care settings. Uses a collaborative practice model in delivering education, consultation, case management, research, and administrative issues in the acute/critical care unit. Sites and preceptors are individually arranged based on the needs of students. 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. 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. 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. Prerequisites: Nursing 330, 331, 332, 333, and 334. 3 credits.

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

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

470. Oncology Nursing I: Epidemiology and Pathophysiology. Focuses on epidemiology, pathophysiology, and biobehavioral aspects of cancer across adult years. Major topics include cancer physiology, prevention, detection, role of the immune system, treatment, and responses to cancer. 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. 104 clinical hours. Prerequisite: Nursing 470. 3 credits.

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

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

479. Nurse Practitioner Residency: Adult Oncology. Supervised practice in adult oncology nursing. Management of the care of patients with cancer/HIV AIDS 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. 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. 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. 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 possible 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 families in optimizing their function and in providing opportunities for personal growth. Interdisciplinary collaboration is emphasized in the delivery of care. The principles and philosophy of palliative care provide the framework for this course. 3 credits.

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

489. Nurse Practitioner Residency: Gerontology. Supervised practice as a nurse practitioner in gerontological nursing. Management of common acute and chronic illnesses of the elderly. Development of the domains and competencies of nurse practitioner practice in geriatric care settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referral of patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of gerontological nurse practitioner. 1 to 3 units. 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 management. Online. 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. Online. 3 credits.

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

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

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

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

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

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

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

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

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

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. 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 six rotations to meet degree requirements. 2 credits per semester. 1-5 days/week. Variable credit.

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. 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. 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. 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. 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. Prerequisites: Core Courses 301, 302, 303, 307, 308, 312. Online. 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. Prerequisite: Nursing 540. Online. 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. Online. 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 Linear Regression Model. Focus is on conceptual and methodological issues involved in the analysis of survey and clinical data using linear regression analysis. Topics will include: estimating and interpreting regression coefficients; significance testing, statistical control, causal modeling (path analytic) techniques; and using the linear model to perform analysis of variance and analysis of covariance. The course will examine violations of model assumptions (multicollinearity, heteroscedasticity, measurement error, specification error) with an emphasis on nursing research questions and concrete tasks facing an investigator planning and executing a study. 3 credits.

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

605. Longitudinal Methods. Focus is on 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. 3 credits.

607A. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care System. First semester of two-semester overview of science & research in chronic illness and care systems. This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding trajectories and development, and the care systems with which individuals and groups interact to change illness trajectories. 13 credits.

607B. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems.

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

608A. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & 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 & function, sleep, informal caregiving & related nursing & care system interventions). Other topics relate to nursing scholarship such as scientific writing, authorship & 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 III & Care Sys. Permission of department required. 3 credits.

608B. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & 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 & function, sleep, informal caregiving & related nursing & care system interventions). Other topics relate to nursing scholarship such as scientific writing, authorship & 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 III & 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.

610. Community Based Prevention Intervention Research.

The course reviews the theory, methods and evaluation of health promotion and disease prevention interventions. The course is designed for students to develop applied skills in community based research methodology, with an emphasis on prevention intervention research. Areas of focus will

include the establishment of community partnerships for intervention planning and implementation, use of formative research in the development of community interventions, development of a prevention intervention, practical procedures for use in the implementation of intervention research, strategies for community involvement in the dissemination of research findings, and opportunities for the conduct of translation research. Topics will include HIV/AIDS, cancer, cardiovascular disease, reproductive health, and psychiatric/mental health, and be of domestic and international relevance. The course combines didactic presentations, discussion, research critiques and development of a research proposal. Students will participate in a peer review process to evaluate and give feedback on the prevention intervention research proposals. 3 credits.

Financial Aid



Financial Aid

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

The Office of Admissions and Student Services provides financial aid counseling and resources for both prospective and matriculated students of the School of Nursing; for both full-time and part-time students; and for students enrolled in both traditional on-campus and distance learning programs. The Duke University School of Nursing is committed to assisting all students in meeting 100% of their financial need during the entire length of their program. To achieve this goal, we have established a number of our own scholarship programs and participate in several local, state and federal scholarship and loan-repayment programs specifically designed for nursing students.

ELIGIBILITY TO APPLY FOR FINANCIAL AID

- Any accelerated BSN, MSN, and Post-Master's Certificate applicant or current student who is a U.S. citizen or an eligible noncitizen* is eligible to apply for financial aid.
- Non-degree students are not eligible for financial aid.

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

HOW TO APPLY FOR FINANCIAL AID

- General information about scholarships and financial aid is included in the application packets for both the Accelerated BSN and the Graduate (Master of Science in Nursing, RN-to-MN Pathway, and Post-Master's Certificate) Programs. Current information about financial aid can also be accessed online at the following URL: http://nursing.duke.edu/modules/son_admissions/index.php?id=6. Applicants can also direct specific questions to the Financial Aid Officer at the Office of Admissions and Student Services by sending email to SON_FINAID@mc.duke.edu.
- Applicants do not need to wait until they are admitted to a School of Nursing program to apply for financial aid.
- Any prospective student who desires to be considered for financial aid (traineeships, scholarships, or loans) should indicate this on the application form for admission.
- All students interested in applying for Federal financial aid or Duke University School of Nursing scholarships must complete the Free Application for Federal Student Aid (FAFSA). Applications for FAFSA can be made directly online to www.fafsa.ed.gov.
- Instructions on how to prepare and submit the FAFSA and apply for financial aid are available at http://nursing.duke.edu/modules/son_admissions/index.php?id=12 and can also be obtained from the Financial Aid Officer at the Office of Admissions and Student Services.
- FAFSA applications must be renewed yearly. Instructions for renewal applications are available at http://nursing.duke.edu/modules/son_admissions/index.php?id=12.
- Due dates for financial aid applications vary by semester:

Admission Date	Priority Filing Date for Financial Aid	FAFSA
Fall 2007	March 31, 2007	2007-2008
Spring 2008	October 31, 2007	2007-2008
Summer 2008	October 31, 2007	2007-2008
Fall 2008	March 31, 2008	2008-2009

- Late or incomplete scholarship applications will not be considered.
- Please note that applications for merit scholarships have earlier due dates.
- For merit scholarships in the Accelerated BSN Program, the application due date is February 15 for the Fall Semester.
- For merit scholarships in the Master's and Post-Master's Certificate Programs, the application due dates are March 1 for the Summer and Fall Semesters and October 1 for the Spring Semester.

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. 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.

North Carolina Legislative Tuition Grant Program. The North Carolina Legislative Tuition Grant Program (NCLTG) is a grant provided by the North Carolina legislature to North Carolina residents who are full-time students in approved undergraduate programs at private colleges and universities in North Carolina. The NCLTG provides each eligible student with a fixed grant to be applied toward his or her tuition in each semester of eligibility. The amount of the grant is set annually by the state legislature and varies from year to year.

The Duke University Accelerated BSN Program is now included on the list of undergraduate programs approved for NCLTG tuition grants. ABSN students meeting criteria for North Carolina residency are eligible to receive tuition grants for two semesters each year. For the 2007-08 academic year, eligible students are scheduled to receive grants of \$975 each for the Fall 2007 and Spring 2008 semesters; no funding is available for Summer semester tuition.

To receive NCLTG tuition grants, students must complete and submit the North Carolina State Education Assistance Authority (NCSEAA) application form each year. The NCLTG tuition grant program is administered by the Duke University Student Service Center (<http://www.duke.edu/studentservicecenter/ncltg.html>), which makes applications available during the summer to all new and returning students with a non-Duke North Carolina permanent home address. The NCSEAA application form can also be retrieved from http://www.duke.edu/studentservicecenter/pdfs/2007-08_NCLTG_Application.pdf.

This program is administered by the University and not by the Nursing School. Students must therefore submit the NCSEAA application form directly to: Student Service Center, Duke University, 101 Allen Building, PO Box 90058, Durham, NC 27708. The form must be received by the Student Service Center no later than the first day of classes for the applicable semester. If a student applies and is approved for the grant in the Fall semester, NCLTG tuition support will also be provided for the following Spring semester, provided that the student remains a full-time student in good standing.

Duke University Health System and Duke University School of Nursing Registered Nurse Tuition Assistance Program (RNTAP). For eligible registered nurses employed by the Duke University Health System, the Registered Nurse Tuition Assistance Program (either alone or in concert with the Duke Employee Tuition Assistance Program) contributes up to 90% of tuition for study towards a Master's degree or Post-Master's Certificate at the Duke University School of Nursing. To be eligible, a nurse must be an active status RN (30 hours or more per week) employee of the Health System; must have completed one or more years of continuous service as a benefits-eligible employee, and must be in good standing with a satisfactory performance record. For more information, contact the Financial Aid Officer at the Office of Admissions and Student Services (Email: SON_FINAID@mc.duke.edu).

School of Nursing Scholarships

The Duke University School of Nursing awards two types of scholarships to students in the baccalaureate, Master's, or Post-Master's Certificate Programs: merit scholarships and need-based scholarships. School of Nursing scholarships are not awarded to non-degree students or special students.

Merit scholarships are awarded on a competitive basis to outstanding ABSN, MSN, 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, a merit scholarship covers a fixed percentage of tuition costs for the student's entire program of study (provided that the student remains in good standing).

Merit scholarship applications are included in the School of Nursing application packets for both the ABSN and the Graduate (Master of Science in Nursing, RN-to-MSN Pathway, and Post-Master's Certificate) Programs. Applications may also be obtained from the Office of Admissions and Student Services. Merit scholarship applications must be submitted 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 the Drop/Add period. Once awarded, the scholarships cover a fixed percentage of tuition costs for the student's entire program of study, provided that the student remains in good standing and provided that 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 Admissions and Student Services if their 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 individually below. However, all scholarship funds are pooled to ensure that student scholarships can be funded for the duration of the student's eligibility. Students need not apply for a specific scholarship fund. When students complete a FAFSA with the intention of applying for need-based scholarship assistance, they are applying for and are considered for all scholarships in the pool for which they qualify. The "pool" approach ensures that students will continue to receive scholarship funding regardless of the fund balance in any particular scholarship fund.

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

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

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

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

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

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

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

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

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

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

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

Directors of the Duke University Health System and has chaired the Board of Visitors of Duke Medical Center.

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

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

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

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

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

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

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

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

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

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

Herman and Rose Krebs Scholarship. This endowed fund was established in 1999 by Ralph Snyderman, M.D., chancellor of Health Affairs at Duke University Medical Center and Judith Krebs Snyderman, RN; Judith's mother Rose Krebs; Judith's sister Laura Krebs Gordon; and Judith's brother David Krebs in honor of Judith's mother and in memory of her father. They chose to establish this fund to support nursing students because they firmly believe that the Duke School of Nursing is uniquely positioned to shape the future of nursing

and to prepare a new generation of nursing leaders. In 2002 the fund was designated to award scholarships to benefit qualified minority students from underserved areas.

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

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

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

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

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

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

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

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

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

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

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

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

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

Other Scholarships

The University Scholars Program for Graduate and Professional Students. 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 careers. There is no application process for University Scholars, who are chosen from among incoming fall semester merit scholarship recipients. Additional information about the program is available at <http://www.duke.edu/web/usp/about/gradprof.html>.

Other Scholarships. Students of the Duke University School of Nursing are recipients of scholarship assistance from a number of other sources such as North Carolina Nurse Scholars Master's Program and the North Carolina Nurse Scholars Undergraduate Program of the North Carolina Education Assistance Authority (<http://www.ncseaa.edu/NSP.htm>). For more information about these programs and other potential sources of scholarship funding, please contact the Financial Aid Officer at the Office of Admissions and Student Affairs or visit http://nursing.duke.edu/modules/son_admissions/index.php?id=6.

Traineeships

Duke University School of Nursing 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 Services. Please contact the Financial Aid Officer at the Office of Admissions and Student Affairs or visit http://nursing.duke.edu/modules/son_admissions/index.php?id=6 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 Financial Aid personnel at the Office of Admissions and Student Services. Loans that do not accrue interest while the student is in school are called Subsidized Stafford Loans. Student must demonstrate 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.

All students who borrow Federal Stafford Loans are required to maintain a financial aid budget. The budget is set by Duke University each year and is the total amount of money a student may receive in financial aid throughout the school year. The budget total is listed on the financial aid award notice each year. If the budget total is not an appropriate amount for you, please speak to a financial aid counselor about applying for a cost of attendance increase. A penalty for going over the budget may result in a reduction of financial aid.

Federal Perkins Loans. A Federal Perkins Loan is a low-interest (5 percent) educational 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 the student qualifies 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 Federal Perkins Loans 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 Program (NELRP). 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. For additional information about this program and the

types of eligible facilities, consult the NELRP web site (<http://bhpr.hrsa.gov/nursing/loanrepay.htm>) or calling NELRP toll-free at 1-866-813-3753.

North Carolina Student Loan Program for Health, Science and Mathematics. The North Carolina Student Loan Program for Health, Science and Mathematics provides educational loans to North Carolina residents pursuing full-time study in health, science, or mathematics-related fields, including nursing. Loan recipients may receive service repayment credit through approved employment within the state of North Carolina in the field for which they were funded. Loan obligation forgiveness is available at the rate of one calendar year of full-time employment in designated shortage areas for each school year in which a loan was received. Consult http://www.cfnc.org/paying/loan/career/career_hsm.jsp for additional information.

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. Within the School of Nursing, any student in a Family Nurse Practitioner Program (MSN, RN to MSN Pathway, Post-Master's Certificate) is potentially eligible for an NHSC Scholarship. The scholarship consists of payment for tuition, fees, other reasonable educational costs, and a monthly support stipend. In return, for each school year or partial school year of scholarship support received, students agree to provide one year of service in the HPSA (Health Profession Shortage Area) of greatest need to which they are assigned, with a minimum two-year service commitment and a maximum four-year commitment. Additional information about National Health Service Corps Scholarship Program can be found at the NHSC web site: <http://nhsc.bhpr.hrsa.gov>.

Nurse Faculty Loan Program. The Nurse Faculty Loan Program (NFLP) was created to recruit students enrolled in advanced nursing education programs to teaching positions at nursing schools across the country. Funded by a grant through the Department of Health and Human Services, the Nurse Faculty Loan Program provides loan debt reduction benefits of up to 85% in exchange for fulfilling a four year service requirement as an instructor in a school of nursing. To participate in the program, loan recipients must be enrolled full time as a degree seeking students in a Duke School of Nursing Master's degree program and must commit to serving as faculty at a school of nursing following graduation. Borrowers must begin working full-time as a faculty member in a school of nursing within 12 months of graduation. At that time the school will cancel an amount up to 85% of the principal and interest of an NFLP loan as follows: Upon completion by the borrower of each of the first, second, and third year of full-time employment as a faculty member in a school of nursing, the school will cancel 20% of the principal of and interest on the NFLP loan, as determined on the first day of employment. Upon completion by the borrower of the fourth year of full-time employment as a faculty member in a school of nursing, the school will cancel 25% of the principal and interest on the NFLP loan, as determined on the first day of employment.

Students eligible for the Nurse Faculty Loan Program are awarded funds by the Office of Financial Aid based on the most current cost of attendance figure for that student. Students may receive up to 100% of tuition and fee costs less any other scholarships or aid receive.

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 Accelerated BSN Program. In order to be eligible, students must commit and

sign a loan contract before the end of their first (Fall) semester. Payment is offered to ABSN graduates who work full-time in a Duke University Health System clinical setting for three years, with the amount of the award prorated for one and two years of full-time service. For more information, please contact the Financial Aid Officer in the Office of Admissions and Student Services.

Tuition and Fees



Tuition

Tuition is charged as on the basis of cost per credit hour. To calculate your tuition cost for each semester, multiply *the number of credits you plan to take* times *the tuition cost per credit hour*. To estimate the cost of an entire program, multiply the *total number of credits in the program* times the *current tuition cost per credit hour*. Consult the program requirements in this Bulletin to determine the total number of credits in any of our programs.

Current tuition costs for the Duke University School of Nursing (as of Fall Semester 2007) are as follows:

- \$900 per graduate (300-level and above) credit hour
- \$700 per undergraduate (200-level) credit hour
- Part-time tuition is calculated at the same rate

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.

Fees

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

FEES ASSOCIATED WITH ACADEMIC PROGRAMS

Application Fee. A non-refundable fee of \$50 must accompany the application for admission to the following Duke University School of Nursing programs: Accelerated BSN, Master of Science in Nursing (including RN-to-MSN Pathway), Post-Master's Certificate, Non-Degree Option.

Applications to the PhD Program are processed through the Graduate School of Duke University, which charges a non-refundable \$75 application fee (\$65, if received by November 15).

Audit Fee. Audit fees are \$160 per course. Students registered full-time in the Fall and Spring Semesters may audit courses without charge.

Clinical Lab Fees. 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 \$150 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).

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

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).

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

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



HEALTH INSURANCE FEES

Student Health Insurance/Health Fee. All enrolled full-time students and part-time degree candidates are assessed a mandatory student health fee each semester. Student health fees are \$273 for Fall semester, \$273 for the Spring semester, and \$175 for Summer semester. The health fee covers most services rendered within the Student Health Center during each enrolled semester.

Additional Health Insurance Requirements. 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). For students who hold a J-1 or F-1 visa, participation in the Duke Plan is mandatory.

The Duke Plan for 2007/2008 is administered by Blue Cross Blue Shield (BCBS) and Koster Insurance.. The policy year runs from August 17, 2007 to August 16, 2008. Premiums are based upon the student's age and are charged via the student account with the Bursar's Office. If your age as of August 17, 2007 is:

Under 26	the annual charge is \$1,564/yr.
26 to 34	the annual charge is \$1,690/yr.
35 to 44	the annual charge is \$1,951/yr.
45 or over	the annual charge is \$2,198/yr.

These annual insurance premiums will be prorated for students who matriculate in Spring 2008.

Further information about the student health fee and/or the Duke student insurance plan can be obtained at <http://healthydevil.studentaffairs.duke.edu/insurance/index.html> or by calling 919-681-WELL.

PARKING AND TRAFFIC FEES

Parking Fee. At the beginning of the Fall semester, each student parking a motor vehicle on campus must register it and select a parking option at the office of Duke University Parking and Transportation Services (located at 0100 Facilities Center, just off the walkway between North and South Hospitals). 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. 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.

Students are required to pay an annual parking fee. (Students registering a vehicle after January 1 pay a prorated fee.) Annual parking fees vary considerably, depending on the option chosen. For current parking fees, consult the Duke University Parking and Transportation Services Web site at <http://aux03.auxserv.duke.edu/parking/>.

Traffic Tickets. Students issued traffic or parking tickets are given approximately 15 days to pay the fine directly to the Traffic Enforcement Office. Unpaid tickets are placed on the student's Bursar account for billing. The date on the statement is the date the ticket posted to the Bursar's office account

OTHER FEES

Graduate Student Activity Fee. A fee of \$13 per semester provides full-year membership in the Graduate and Professional Student Council.

Recreation Fee. All graduate and professional students are charged a recreation fee (\$33 per semester) that is used to support the campus recreation facilities. These facilities are available to School of Nursing students.

Criminal Background Check Fee. A \$50 fee is assessed to all newly enrolled Accelerated BSN students and Nurse Anesthesia students. The Criminal Background check is a mandatory requirement.

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.

Payment of Accounts

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

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 of Duke University 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 Web site at: <http://www.duke.edu/gpsc/>. The School of Nursing currently has two representatives on the Graduate and Professional Student Council.

School of Nursing students receive full Duke University Union privileges via the GPSC (Graduate and Professional Student Council) activities fee (\$13 per semester). DUU privileges include free admission to Freewater films and Major Speakers Presentations; discounts on Major Attractions concerts, “Broadway at Duke” tickets, and other cultural events; and Craft Center privileges.

The Graduate Nursing Student Association (GNSA) and Duke Student Nurses Association (DSNA). The Graduate Nursing Student Association (GNSA) is the graduate student organization of the Duke University School of Nursing and the Duke Student Nurses Association (DSNA) is the Accelerated BSN student organization of the Duke University School of Nursing. The purpose of GNSA and DSNA is to serve students’ educational and professional needs and to provide a formal structure for student participation in a wide variety of events within the school. Both organizations co-sponsor events at Duke with other organizations (i.e., organizations of Duke University and the Medical Center, the local chapter of Sigma Theta Tau, and the Duke University School of Nursing Alumni Association), and submit information about local events and opportunities of interest to students to nursing student “listservs”. Both GNSA and DSNA positively affect students’ educational experience by increasing awareness of resources and student services, encouraging student involvement in School of Nursing activities, and sponsoring events throughout the school year, including alumni and student socials, book sales, and conference

attendance. Students are represented on School of Nursing Faculty Governance Association committees such as the Program Committees, the Research Advisory Committee, and the Practice Advisory Committee.

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.

Duke University 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 Alumni Association. An active alumnus is one for whom a current mailing address is on file; a contributing member is one who pays annual dues and becomes involved in class, club, and other alumni activities. The Alumni Association sponsors many university-wide programs and services. Included among these are student programs, off-campus and on-campus gatherings, *Duke Magazine*, recognition and awards programs, and travel and continuing education opportunities. Additional information is available at <http://www.dukealumni.com>.

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 mission of the Duke University School of Nursing Alumni Association, through its volunteer structure, is to build the institution through leadership, philanthropic support and service to the school. Members participate in current initiatives, foster communication regarding DUSON activities, priorities, and intellectual resources to external and internal constituents, support students' education and professional development, and initiate and develop opportunities for interaction between DUSON, Duke University, students and alumni. The School of Nursing Alumni Association also sponsors regional events and Reunion Weekend events (receptions, annual presentation of recognition and awards, networking opportunities). For additional information, visit the DUSON-AA Web site at http://nursing.duke.edu/modules/son_alumni/index.php?id=12.

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

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 2006-2007, there were approximately 1,880 international students from 110 countries enrolled at Duke. For more information, visit the International House Web site (<http://ihouse.studentaffairs.duke.edu>), send email to ihouse.duke.edu, or contact the director, at (919) 684-5480 or International House, Box 90417, Durham, NC 27708.

Duke University and Medical Center International Office. The International Office, in consultation with faculty, administration, and the Office of University Counsel, determines the visa and employment options for international students, scholars, visitors, and employees which will permit the greatest benefit and flexibility to Duke and to each individual. The International Office works with federal and state government agencies, international organizations, U.S. and foreign consular posts, and public and private entities to obtain appropriate visa documentation for admission to the U.S., authorization for employment, and maintenance of legal status for our international population.



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 at the Center. For additional information, visit the Mary Lou Williams Center Web site (<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 and 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 <http://wc.stuaff.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, open to all undergraduate and graduate students of Duke University, provides an opportunity for students to participate in organized recreation competition in forty-nine activities. The Intramural Sports Program, which emphasizes participation rather than skill, is comprised of four major areas: men's intramurals, women's intramurals, co-ed intramurals, and recreation programs.

Recreational facilities available to all Duke University students include the championship Robert Trent Jones Golf Course, tennis courts (some lighted) on East and West 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.

Sports. Current Duke University policy requires graduate and professional students to pay for guaranteed admission to football, men's soccer, and men's basketball games. There are about five home football games, a dozen home soccer games, and a dozen home basketball games. Season tickets for football and soccer are readily available and can be ordered online through <http://www.goduke.com>. Season tickets for men's basketball are not available online. However, 700 season tickets for men's basketball are allocated to Duke graduate and professional students. Eligibility to purchase these tickets is determined in September via the Graduate and Professional Student Council Basketball Ticket Campout. The names of all students who make it through the campout weekend without missing two attendance checks are entered in a lottery, and each lottery winners is eligible to buy a season ticket. Graduate students are admitted free of charge (student ID required) a few minutes before game time to men's basketball games if the section reserved for undergraduates has not been filled. Graduate and professional students may attend women's basketball games free of charge (student ID required), but availability may be limited for certain games. For additional information about tickets to athletic events at Duke, contact the Athletic Ticket Office at (919)-681-BLUE.

Religious Life. Two symbols indicate the importance of religion to Duke 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. Duke Community Housing, located at 216 Crowell Hall on East Campus, is a campus resource for Duke University students, faculty, staff, and affiliates seeking rental housing in the Durham area. Duke Community Housing maintains an online database of rental housing and a Resource Room with reference information, computers, and telephones for researching rental options and contacting landlords. Staff assistance with rental searches is also available by appointment. For additional information, send email to communityhousing@duke.edu or visit <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.

The School of Nursing is a part of the Duke University community of scholars and learners, committed to the principles of honesty, trustworthiness, fairness, and respect of others. Students at the Duke University School of Nursing are expected to abide by the university-wide policies regarding honor, integrity, and appropriate conduct. By accepting admission into the School of Nursing the student affirms the commitment to uphold the values expressed in the Duke University School of Nursing Honor Code and the Duke Community Standard. Additional information about the School of Nursing Honor Code is available online at http://nursing.duke.edu/modules/son_currentstudents/index.php?id=17, and comprehensive information concerning the Duke Community Standard can be accessed online at <http://registrar.duke.edu/bulletins/communitystandard/>.

Information about School of Nursing policies pertaining to standards of conduct, the Student Honor Code and judicial procedures, student grievance and academic appeals, the clinical site placements process and appeals, confidentiality of student records, and issues such as discrimination and harassment can be found in the "Policies and Procedures" section of the *Duke University School of Nursing Student Handbook, 2007-2008*. The *Student Handbook* can be accessed online at <http://nursing.duke.edu/wysiwyg/downloads/13890.pdf>.

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