

Bulletin of
Duke University



School of Nursing
2015-2016

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August 2015

Contents

Academic Calendar 2015-2016: Graduate Programs	6
Academic Calendar 2015-2016: Nurse Anesthesia Students	7
Academic Calendar 2015-2016: ABSN Program	8
Administration	9
General Information	17
History of Duke University	17
History of Duke University Medical Center	17
History of Duke University School of Nursing	17
School of Nursing Facilities	18
Educational Resources	19
Libraries	26
Clinical Facilities	27
School of Nursing Overview	32
Mission	32
Goals of the Duke University School of Nursing	32
Philosophy	32
Statement of Diversity and Inclusion	34
Programs	34
Academic Degree Programs: Descriptions	35
Postdoctoral Fellowship Program: Descriptions	40
Certificates: Descriptions	41
Specialty Certificates	41
Specialized Programs: Descriptions	43
Admission Requirements	45
Academic Degree Programs	45
Accelerated Bachelor of Science in Nursing (ABSN) Degree Program	45
Master of Science in Nursing (MSN) Degree Program	46
Doctor of Nursing Practice (DNP) Degree Program	47
PhD Program	51
International Student Requirements	52
Certificate Programs	54
Post-Graduate Certificate (PGC)	54
Specialty Certificates	55
Graduate Certificate in Health Informatics	55
Nondegree Enrollment Option	56
Population Care Coordinator Certificate Program (PCCP)	56
Specialized Programs	57
WSSU-Duke Nursing Bridge to the Doctorate:	57
Health Equity Academy	57
Application Dates	58
Academic Policies and Procedures	61
Overview	61
Pre-Enrollment Requirements for Academic Programs	61
Program Clearance Requirements	62
Enrollment Policies	63
Student Progression with Course of Study	64

Adding, Dropping, or Withdrawing from a Course	65
Transfer of Credits	66
Clinical Learning Experiences	66
Attendance	66
Academic Warning and Academic Probation	67
Separation from the School of Nursing	68
Degree Completion and Graduation	70
General Information About Academic Programs	71
Student Handbooks	71
Standards of Conduct	72
Program Requirements	82
Accelerated Bachelor of Science in Nursing (ABSBN) Degree Requirements	82
Master of Science in Nursing (MSN) Degree Requirements	83
MSN Students: New and Old Curricula	83
MSN Students Matriculating in the Fall 2014 Semester or Later	84
MSN by Major and Specialty (New Curriculum)	85
APRN Majors: Degree Requirements	86
Requirements for Completion of MSN Clinical Specialties	94
Degree Requirements by Major for Systems Majors	97
MSN Students Who Matriculated Before the Fall 2014 Semester	100
MSN by Major and Specialty (Old Curriculum)	101
APRN Majors	102
Requirements for Completion of MSN Clinical Specialties	106
Degree Requirements by Major for Systems Majors	107
Doctor of Nursing Practice (DNP) Program Degree Requirements	110
DNP with Specialization in Nurse Anesthesia	112
PhD Program in Nursing: Degree Requirements	114
Coursework Requirements for All PhD Students	114
Additional Requirements of the PhD Program	116
Post-Graduate Certificate (PGC) Option: For Students Matriculating in the Fall 2014 Semester or Later	117
PGC: Majors and Specialties	117
PGC Certificate Requirements by Major and Specialty	118
PGC: APRN Majors	119
PGC: Clinical Specialties for Certified Nurse Practitioners	121
PGC: Systems Advanced Practice Majors	122
Post-Master's Certificate in Nursing (PMC) Option: For Students Who Matriculated Before the Fall 2014 Semester	123
PMC: Majors and Specialties	123
PMC Certificate Requirements by Major and Specialty	124
PMC: APRN Majors	124
PMC: Clinical Specialties for Certified Nurse Practitioners	128
PMC: Systems Advanced Practice Majors	130
Specialty Certificates: Requirements	133
Cardiology Specialty Certificate	133
HIV/AIDS Specialty Certificate	133
Oncology Specialty Certificate	134
Orthopedics Specialty Certificate	135
Graduate Certificate in Health Informatics	135
Population Care Coordinator Certificate Program (PCCP)	137

Requirements: Specialized Programs	138
The Health Equity Academy	138
Courses of Instruction	139
Financial Aid	168
Overview	168
Financial Aid: Academic Degree Programs	168
Accelerated Bachelor of Science in Nursing: Financial Aid	168
Master of Science in Nursing: Financial Aid	169
Doctor of Nursing Practice: Financial Aid	170
PhD Program in Nursing: Financial Aid	172
Financial Aid: Certificate Programs	172
Post-Graduate and Post-Master's Certificate Options: Financial Aid	172
Graduate Certificate in Health Informatics: Financial Aid	173
Applying for Financial Aid	174
Additional Resources	176
School of Nursing Scholarships	177
Tuition and Fees	182
Tuition	182
Fees	183
Payment of Accounts	184
Refunds	185
Student Life	187
Student Government	187
School of Nursing Associations	187
Alumni Associations	189
Student Affairs and Campus Life	189
Athletics and Recreation	191
Interdisciplinary Centers of Interest	191
The Arts at Duke	192
Duke Landmarks	193
Index	195

Academic Calendar 2015-2016: Graduate Programs (Except Nurse Anesthesia)

Fall 2015

August 18	Tuesday. New student orientation (all new DUSON students)
August 19	Wednesday. 4 p.m. Convocation for graduate and professional school students
August 24	Monday. Fall 2015 classes begin. Drop/add continues
September 4	Friday. 5 p.m. Drop/add ends
September 7	Monday. Labor Day. Classes in session
October 2	Friday. 5:30 p.m. Founders' Day Convocation
October 4	Sunday. Founders' Day
October 9	Friday. 7 p.m. Fall break begins
October 14	Wednesday. Classes resume
November 4	Wednesday. Registration begins for Spring 2016
November 18	Wednesday. Registration ends for Spring 2016
November 19	Thursday. Drop/add begins for Spring 2016
November 24	Tuesday. 10:30 p.m. Thanksgiving recess begins
November 24	Tuesday. Graduate classes end
Nov. 30-Dec. 7	Monday-Monday. Graduate reading period
December 8	Tuesday. 9:00 a.m. Final examinations begin
December 12	Saturday. 11 a.m. School of Nursing Hooding and Recognition Ceremony. (Exact location has not been confirmed—date tentative)
December 13	Sunday. 10 p.m. Final examinations end

Spring 2016

January 11	Monday. New student orientation (all new DUSON students)
January 13	Wednesday. 8:30 a.m. Spring 2016 classes begin. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, January 14; classes meeting in a Wednesday/Friday meeting pattern begin Friday, January 15. Drop/add continues
January 14	Thursday. Regular class meeting schedule begins
January 18	Monday. Martin Luther King, Jr. Day holiday; classes are rescheduled on Wednesday, January 13
January 27	Wednesday. 5 p.m. Drop/add ends for Spring 2016
February 22	Monday. Registration begins for Summer 2016
March 11	Friday. 7 p.m. Spring recess begins
March 21	Monday. 8 a.m. Classes resume
April 6	Wednesday. Registration begins for Fall 2016; Summer 2016 registration continues
April 15	Friday. Registration ends for Fall 2016; Summer 2016 registration continues
April 16	Saturday. Drop/add begins for Fall 2016
April 20	Wednesday. Graduate classes end
Apr. 21-May 1	Thursday-Sunday. Graduate reading period
May 2	Monday. Final examinations begin
May 7	Saturday. 10 p.m. Final examinations end
May 13	Friday. Commencement begins
May 15	Sunday. 10 a.m. Duke Commencement Exercises

***Note: School of Nursing Hooding and Recognition Ceremony to be held during Commencement Weekend (May 13-15). Exact date/location to be determined.*

Summer 2016

May 18	Wednesday. Summer 2016 classes begin. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 19. Drop/add continues
May 19	Thursday. Regular class meeting schedule begins
May 30	Monday. Memorial Day holiday. No classes are held
June 1	Wednesday. Drop/Add ends for Summer 2016
July 4	Monday. Independence Day holiday. No classes are held.
August 11	Thursday. Summer 2016 classes end
August 12	Friday. Reading period (until 7 p.m.)
August 12	Friday. Final examinations begin
August 14	Sunday. Final examinations end

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

Academic Calendar 2015-2016: Nurse Anesthesia Students

Fall 2015

August 10	Monday. Fall Clinical Practicum Courses begin (Nursing 944 & Nursing 947)
August 17	Monday. Nurse Anesthesia Orientation Week for New DNP Students
August 19	Wednesday. 4 p.m. Convocation for graduate and professional school students
August 24	Monday. Nurse Anesthesia Fall 2015 Didactic Courses begin. Drop/add continues
September 4	Friday. 5 p.m. Drop/add ends
September 7	Monday. Labor Day holiday. No classes are held
October 2	Friday. 5:30 p.m. Founders' Day Convocation
October 4	Sunday. Founders' Day
November 4	Wednesday. Registration begins for Spring 2016
November 18	Wednesday. Registration ends for Spring 2016
November 19	Thursday. Drop/add begins for Spring 2016
November 26-27	Thursday-Friday. Thanksgiving holiday. No classes are held
December 4	Friday. Nurse Anesthesia Fall 2015 Didactic Courses end
December 6	Sunday. Fall Clinical Practicum Courses end (Nursing 944 & Nursing 947)
December 7	Monday. Final examinations begin
December 11	Friday. Final examinations end
December 12	Saturday. 11 a.m. School of Nursing Hooding and Recognition Ceremony. (Exact location has not been confirmed—date tentative)

Spring 2016

December 7	Monday. Spring Clinical Practicum Courses begin (Nursing 942, Nursing 945, & Nursing 948)
December 21-25	Monday-Friday. Winter break. No classes are held
January 1	Friday. New Year's Day holiday. No classes are held
January 11	Monday. Nurse Anesthesia Spring 2016 Didactic Courses begin
January 18	Monday. Martin Luther King, Jr. Day holiday. No classes are held
January 27	Wednesday. 5 p.m. Drop/add ends for Spring 2016
February 22	Monday. Registration begins for Summer 2016
March 14	Monday. Didactic and Clinical Courses do not meet
April 6	Wednesday. Registration begins for Fall 2016; Summer 2016 registration continues
April 15	Friday. Registration ends for Fall 2016; Summer 2016 registration continues
April 16	Saturday. Drop/add begins for Fall 2016
April 29	Friday. Nurse Anesthesia Spring 2016 Didactic Courses end
May 1	Sunday. Spring Clinical Practicum Courses end (Nursing 942, Nursing 945, & Nursing 948)
May 2	Monday. Final examinations begin
May 6	Friday. Final examinations end
May 13	Friday. Commencement Activities Begin for Class of 2016
May 15	Sunday. 10 a.m. Duke Commencement Exercises

***Note: School of Nursing Hooding and Recognition Ceremony to be held during Commencement Weekend (May 13-15). Exact date/location to be determined.*

Summer 2016

May 2	Monday. Summer Clinical Practicum Courses begin (Nursing 943, Nursing 946, & Nursing 949)
May 16	Monday. Nurse Anesthesia Summer 2016 Didactic Courses begin
May 30	Monday. Memorial Day holiday. No classes are held
June 1	Wednesday. Drop/add ends for Summer 2016
July 4	Monday. Independence Day holiday. No classes are held
August 5	Friday. Nurse Anesthesia Summer 2016 Didactic Courses end
August 7	Sunday. Summer Clinical Practicum Courses end (Nursing 943, Nursing 946, & Nursing 949)
August 8	Monday. Final examinations begin
August 12	Friday. Final examinations end

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

Academic Calendar 2015-2016: ABSN Program

Fall 2015

August 18	Tuesday. New student orientation (all new DUSON students)
August 19	Wednesday. ABSN New Student Orientation continues
August 19	Wednesday. 4 p.m. Convocation for graduate and professional school students
August 21	Friday. ABSN Student CPR Class, Scrubs & Stethoscopes
August 24	Monday. Fall 2015 classes begin. Drop/add continues
September 4	Friday. 5 p.m. Drop/add ends
September 7	Monday. Labor Day. Classes/clinical in session
September 8	Tuesday. Commitment to Excellence Ceremony/Reception
October 2	Friday. End of classes for 1st six-week courses
October 2	Friday. 5:30 p.m. Founders' Day Convocation
October 4	Sunday. Founders' Day
October 5	Monday. Final examinations for 1st six-week courses
October 6	Tuesday. 2nd six-week courses begin
October 7	Wednesday. 8 p.m. Fall break begins
October 12	Monday. Classes resume
November 4	Wednesday. Registration begins for Spring 2016
November 18	Wednesday. Registration ends for Spring 2016
November 19	Thursday. Drop/add begins for Spring 2016
November 20	Friday. Classes end for ABSN students
Nov. 22-24	Sunday-Tuesday. Final examinations for 2nd six-week courses and full-term courses
November 24	Tuesday. 10:30 p.m. Thanksgiving recess begins
December 12	Saturday. 11 a.m. School of Nursing Hooding and Recognition Ceremony. (Exact location has not been confirmed—date tentative)

Spring 2016

January 11	Monday. New student orientation (all new DUSON students)
January 12	Tuesday. ABSN new student orientation continues
January 13	Wednesday. 8:30 a.m. Spring 2016 classes begin. The Monday class meeting schedule is in effect on this day. Drop/add continues
January 15	Friday. ABSN Student CPR Class, Scrubs & Stethoscopes
January 18	Monday. Martin Luther King, Jr. Day holiday; No classes/clinical
January 27	Wednesday. 5 p.m. Drop/add ends for Spring 2016
February 2	Tuesday. Commitment to Excellence Ceremony/Reception
February 22	Monday. Registration begins for Summer 2016
February 23	Tuesday. Last day of classes for 1st six-week courses
February 24	Wednesday. Final examinations for 1st six-week courses
February 25	Thursday. 2nd six-week courses begin
March 11	Friday. 8 p.m. Spring recess begins
March 21	Monday. Classes resume
April 6	Wednesday. Registration begins for Fall 2016; Summer 2016 registration continues
April 15	Friday. Registration ends for Fall 2016; Summer 2016 registration continues
April 16	Saturday. Drop/add begins for Fall 2016
April 17	Sunday. Classes end for ABSN Students
April 18-19	Monday-Tuesday. Final examinations for 2nd six-week courses and full-term courses
May 13	Friday. Commencement weekend begins
May 15	Sunday. Duke Commencement Exercises

***Note: School of Nursing Hooding and Recognition Ceremony to be held during Commencement Weekend (May 13-15). Exact date/location to be determined.*

Summer 2016

May 16	Monday. Summer 2016 classes begin.
May 30	Monday. Memorial Day holiday. No classes/clinical are held
June 1	Wednesday. Drop/Add ends for Summer 2016
June 28	Tuesday. Last day of classes for 1st six-week courses
June 29	Wednesday. Final examinations for 1st six-week courses
June 30	Thursday. First day of classes for 2nd six-week courses
July 4	Monday. Independence Day holiday. No classes/clinical are held
August 11	Thursday. Classes end for ABSN students
August 12-13	Friday-Saturday. Final examinations for 2nd six-week courses and full-term courses

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

Administration

General University Administration

Richard H. Brodhead, PhD, President
Sally Kornbluth, PhD, Provost
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A. Eugene Washington, MD, Chancellor for Health Affairs and the President and Chief Executive Officer of the Duke University Health System
Pamela J. Bernard, JD, Vice President and General Counsel
Kyle Cavanaugh, MBA, Vice President for Administration
Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
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Larry Moneta, EdD, Vice President, Student Affairs
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Marion E. Broome, PhD, RN, FAAN, Dean, School of Nursing and Vice Chancellor for Nursing Affairs
Kelly Brownell, PhD, Dean, Sanford School of Public Policy
Ellen F. Davis, PhD, Interim Dean, Divinity School
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Paula B. McClain, PhD, Dean, Graduate School
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Valerie Ashby, PhD, Dean, Trinity College of Arts and Sciences
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Lawrence Carin, PhD, Vice Provost for Research
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Scott Lindroth, PhD, Vice Provost for the Arts
James S. Roberts, PhD, Executive Vice Provost for Finance and Administration
Susan Roth, PhD, Vice Provost for Interdisciplinary Studies
Keith Whitfield, PhD, Vice Provost for Academic Affairs
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Ellen Medearis, Vice President, Duke Medicine Development & Alumni Affairs
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Mark F. Newman, MD, President, Duke Private Diagnostic Clinic
Paul R. Newman, MHA, Executive Director, Duke Private Diagnostic Clinic (PDC) and Duke Patient Revenue Management Organization (PRMO)
Thomas A. Owens, MD, Chief Medical Officer, Duke University Health System
Stephen R. Smith, MEA, Chief Human Resources Officer, Duke Medicine
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Michael Evans, Director, Marketing and Communications

Marilyn M. Lombardi, PhD, Director, Center of Nursing Collaboration, Entrepreneurship, and Technology (CONCEPT)

School of Nursing Faculty

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Donald E. Bailey, Jr., PhD, RN, FAAN, University of North Carolina at Chapel Hill, 2002, Associate Professor

Melissa Batchelor-Murphy, PhD, RN-BC, FNP-BC, Medical University of South Carolina, 2011, Assistant Professor

Janet A. Prvu Bettger, ScD, FAHA, Boston University, 2006, Associate Professor

Donna J. Biederman, DrPH, MN, RN, University of North Carolina-Greensboro, 2012, Assistant Professor

Jane Blood-Siegfried, PhD, RN, CPNP, University of California at Los Angeles, 1995, Professor

Margaret T. Bowers, DNP, FNP-BC, CHFNP, AACC, FAANP, University of Colorado-Denver, 2012, Assistant Professor

Wanda Todd Bradshaw, MSN, RN, NNP-BC, PNP, CCRN, Duke University, 1996, Assistant Professor

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Mary Thomson Champagne, PhD, RN, FAAN, University of Texas at Austin, 1981, Laurel Chadwick Professor of Nursing

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 Elaine D. Kauschinger, PhD, MS, ARNP, FNP-BC, University of Miami, 2009; Assistant Professor
 Kathryn Evans Kreider, DNP, FNP-BC, Duke University, 2014, Assistant Professor
 Isaac M. Lipkus, PhD, University of North Carolina at Chapel Hill, 1991, Professor
 Marilyn M. Lombardi, PhD, University of California at Los Angeles, 1987, Director, Center of Nursing
 Collaboration, Entrepreneurship and Technology and Associate Professor
 Marcia S. Lorimer, MSN, RN, CPNP, University of Virginia, 1988, Assistant Professor
 Eleanor Schildwachter McConnell, PhD, RN, GCNS-BC, University of North Carolina at Chapel Hill, 1995,
 Associate Professor
 Elizabeth I. Merwin, PhD, RN, FAAN, Virginia Commonwealth University, 1988, Executive Vice Dean and Ann
 Henshaw Gardiner Professor of Nursing
 Brett T. Morgan, DNP, CRNA, Johns Hopkins University, 2009, Assistant Professor
 Virginia (Chris) Muckler, DNP, CRNA, Duke University, 2011, Assistant Professor
 Devon Noonan, PhD, MPH, FNP-BC, University of Virginia, 2010, Assistant Professor
 Marilyn H. Oermann, PhD, RN, ANEF, FAAN, University of Pittsburgh, 1980, Director of Evaluation and
 Educational Research and Thelma M. Ingles Professor of Nursing
 Blanca Iris Padilla, PhD, MSN, FNP-BC, University of Tennessee, 2006; Assistant Professor
 Wei Pan, PhD, Michigan State University, 2001, Associate Professor
 Katherine Colligan Pereira, DNP, RN, FNP-BC, ADM-BC, FAAN, FAANP, Duke University, 2012, Associate
 Professor
 Beth Cusatis Phillips, MSN, RN, CNE, Duke University, 1993, Assistant Professor
 Schenita Davis Randolph, PhD, MPH, RN, CNE, Walden University, 2012, Faculty
 Michael V. Relf, PhD, RN, ACNS-BC, AACRN, CNE, FAAN, Johns Hopkins University, 2001, Associate Dean for
 Global and Community Health Affairs and Associate Professor
 Elizabeth K. Rende, DNP, CPNP-PC, AC; Duke University, 2012; Assistant Professor
 Karin E. Reuter-Rice, PhD, CPNP-AC, FCCM, FAAN, University of San Diego, 2006, Assistant Professor
 Rachel Lynn Richesson, PhD, MPH, FACMI, University of Texas Health Science Center School of Health
 Information Sciences, 2003, Associate Professor
 Cheryl Christine Rodgers, PhD, CPNP, CPON®, Texas Woman's University, 2009, Assistant Professor
 Sharron Rushton, MSN, MS, RN, CCM, Duke University, 2002, Assistant Professor
 Valerie K. Sabol, PhD, ACNP-BC, GNP-BC, CCRN, CNE, FAANP, University of Maryland, 2009, Professor
 Susan Moeller Schneider, PhD, RN, AOCN, ACNS-BC, FAAN, Case Western Reserve University, 1998, Associate
 Professor

Ashley Land Shoenfisch, PhD, University of North Carolina at Chapel Hill, 2012, Faculty
 Ryan Jeffrey Shaw, PhD, RN, Duke University, 2012, Assistant Professor
 Nancy Munn Short, DrPH, MBA, RN, University of North Carolina at Chapel Hill, 2003, Associate Professor
 Susan Gray Silva, PhD, North Carolina State University, 1991, Associate Professor
 Leigh Ann Simmons, PhD, MFT, University of Georgia at Athens, 2004, Associate Professor
 Sophia Kustas Smith, PhD, MSW, University of North Carolina at Chapel Hill, 2007, Associate Professor
 Eleanor Lowndes Stevenson, PhD, RN, New York University, 2011, Assistant Professor
 Paula Tanabe, PhD, MPH, RN, FAEN, FAAN, University of Illinois at Chicago, 1996, Associate Professor
 Deirdre Kling Thornlow, PhD, RN, CPHQ, University of Virginia, 2007, Assistant Professor
 James Franklin Titch, DNP, CRNA, Duke University, 2011, Associate Professor
 Christine Tocchi, PhD, APRN, GNP-BC, Yale University, 2012, Assistant Professor
 Kathryn J. Trotter, DNP, CNM, FNP-C, FAANP, Duke University, 2012, Assistant Professor
 Barbara S. Turner, PhD, RN, FAAN, University of California at San Francisco, 1984, DNP Program Director and
 Elizabeth P. Hanes Professor of Nursing
 Kathleen M. Turner, DNP, RN, Duke University, 2012, Associate Professor
 Queen E. Utley-Smith, EdD, RN, CNE, ANEF, North Carolina State University, 1999, Associate Professor
 Charles Andrew Vacchiano, PhD, CRNA, FAAN, Medical University of South Carolina, 1995, Professor
 Theresa M. Valiga, EdD, RN, CNE, ANEF, FAAN, Teachers College, Columbia University, 1981, Director, Institute
 for Educational Excellence and Professor
 Allison Amend Vorderstrasse, DNSc, APRN, CNE, Yale University, 2006, Associate Professor
 Julia K. L. Walker, PhD, Queen's University, 1996, Associate Professor
 Bei Wu, PhD, FGSA, FAGHE, University of Massachusetts at Boston, 2000, Director of International Research and
 Pauline Gratz Professor of Nursing
 Qing Yang, PhD, University of California, Los Angeles, 2014, Assistant Professor
 Tracey L. Yap, PhD, RN, CNE, WCC, University of Cincinnati, 2008, Associate Professor
 Michael E. Zychowicz, DNP, ANP, ONP, FAAN, FAANP, Case Western Reserve University, 2006, MSN Program
 Director and Associate Professor

Other Faculty Appointments

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

Professor Emeritus of Nursing: Ruth A. Anderson, PhD, RN, FAAN; Linda Lindsey Davis, PhD, RN, FAAN; Brenda
 Marion Nevidjon, MSN, RN, FAAN; Dorothy Lewis Powell, EdD, RN, FAAN

Associate Professor Emeritus of Nursing: Dorothy J. Brundage, PhD, RN, FAAN; Susan Denman, PhD, RN, FNP-BC;
 Judith C. Hays, PhD, RN; Ada Most, EdD, RN; Jerri Moser Oehler, PhD, FNP; Marva L. Mizell Price, DrPH,
 RN, FNP, FAANP, FAAN

Assistant Professor Emeritus of Nursing: Penny Lynette Cooper, DNP, FNP-BC, CCRN; Donna W. Hewitt, MN, BS;
 Ruth M. Ouimette, MSN, RN, ANP; George Turner, III, MA, RPh

Visiting Professor: Susan J. Henly, PhD, RN, FAAN

Adjunct Associate Professor: Alta Whaley Andrews, DrPH, RN

Adjunct Assistant Professor: Lucille B. Bearon, PhD, RN; Linda Ann Bergstrom, PhD, MEd, RN, CNM; Nellie
 Schmidt Drees, DNSc, RN; Sherry W. Fox, PhD, RN; Carrie Palmer, DNP, RN, ANP-BC, CDE

Consulting Professor: Anthony Thomas Dren, PhD; Margaret Shandor Miles, PhD, RN, FAAN; Pamela H. Mitchell,
 PhD; René Schwendimann, PhD, RN

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

Assistant Consulting Professor: Julia W. Aucoin, DNS, MSN, BSN, RN-BC, CNE; Denise Spector, PhD, MPH, MSN

Consulting Associate: Judith Adams, PhD, RN, FNP-BC; Gale Brown Adcock, MSN, RN, FNP, CS; Amy Alspaugh,
 MSN, RN, CMN; Natalie Ammarell, PhD, MA; Shane Anderson, MSN, RN, CEN; Janet Apter, DNP, RN;
 Alicia Lee Arvidson, MA(N), RN, CTBS; M. Saralyn Austin, MSN, RN; Deborah Ballard, MSN, RN; Theresa
 Barnard, MSN RN, FNP-BC; Gretchen Lorena Barnes, MSN, RN; Cheryl Banks Batchelor, MSN, RN, NEA-
 BC, FACHE, APN-BC; Susan Bazemore, MSN, CRNA; Susan Nolette Benware, DNP, RN, ANP; Nakia
 Charmaine Best, MSN, RN; Wilmer Conrad Betts, III, BS, RN; Pamela J. Biernacki, DNP, RN, NP-C; Colleen
 Boatright, MSN, RN; Jennifer Byrd Borton, MSN, RN; Elizabeth A. Brand, MSN, RN; Margaret Daya

Breckinridge, MSN, RN, FNP; Jada Brooks, PhD, MSPH, RN; Sylvia Brooks, MSN, RN, FNP-BC; Jennifer Brown, PhD; Willard C. Budzinski, Jr., MBA; Margaret Gorely Bye, EdD, MSN, RN; Derek Cain, PhD; Janet Campbell, DNP, ARNP; Dana Carthron, PhD, RN; Dean Chamberlain, PhD, CBiol, MSB; Velinda Jo Chapman, BSN, RN; Marianne Chulay, DNSc, RN, FAAN; Kathryn G. Clark, MSN, RN; Mary Clarke, MSN, RN; Kristi L. Coe, MSN, RNC, NNP; Kathleen Conn, MSN, RN; Rita-Marie Conrad, PhD; Craig Cunningham, PhD; Christina Marie Davis, MSN, RN; Jennifer Day, PhD, RN; Linda Day, BSN, RN; Barbara Deets Mathews, MSN, RN, CPNP; Susan Elias Diamond, MSN, RN, AOCN; Jan DiSantostefano, MSN, RN; Melissa Duva, MSN, RN; Gregory Eagerton, DNP, RN; Emily O'Leary Egerton, PhD, MEd; Heather Elser, PhD, RN, NNP-BC, CNS; Lynn Kendrick Erdman, MN, RN, OCNS, FAAN; Lynne D. Farber, MSN, RN, CPNP; John R. Feaganes, DrPH; Shannon Hennessy Ford, MSN, RN; Pauline Nzote Foy, MSN, FNP; James Michael Galkowski, PA-C; Sarah K. Gauger, MSN, FNP; Michael G. Goley, MSN, RN, CPNP; Georgette Fernanda Gura, DNP, CRRN, CPNP; Kimberly Haelen, MSN, RN; Jennifer A. Hanspal, MS, BSN, RN, OCN; Kendra Hargrave, MSN, CCRN; Karol Suzette Harshaw-Ellis, DNP, A/GNP, ACNP; Crystal Hayden, DNP, RN; Catherine A. Hebert, MS, APRN, BC; Ivora Hinton, PhD; Donna Hodnicki, PhD, FNP-BC, FAAN; Deborah Best Hummer, MS, RN, GNP; Lori H. Jee, MSN, NP; Laurie Sayers Jeffers, DNP, RN; Amy Renee Kern, MSN, RN; Cyra Anne Kussman, MSN, RN; Camille Eckerd Lambe, PhD, RN, AOCN, ACHPN, NP; Deborah Lastinger, MSN, RN; Amy Leatherwood, MSN, NP; Curt Lindberg, DMAN; Catherine Strachan Lindenberg, PhD, MPH, MSN, RN; Jamison Yvonne Lord, MSN, RN; Rachael A. Lorenzen, MSN, RN; Mary Ellen Lowry, MS, CNM, CLC; Ruth Lucas, PhD, RN; Reginald L. Madden, DNP, RN; Rose Madden-Baer, DNP, MSHA, RN; Stephanie Marquess, MSN, RN; Wendy S. Martin, MA, CD(DONA), LCCE; Andrea Wilkes McChesney, MSN, RN, NP-C; Mildred Fleming McCully, MSN, RN, CPNP; Leigh Kyle McGraw, PhD, NP-C; Robert Mellman, MD; Catherine Palmer Nelson, MSN, RN-C; Noreen T. Nelson, PhD; Andrea Sue Novak, PhD, MS, RN-BC, FAEN; Eileen O'Grady, PhD, RN, NP; Holly Suzanne Parker, MSN, RN, CPNP-AC/PC; Clifton B. Parker, MSN, RN; Patricia Ann Payne, MPH, BSN, CNM; Elizabeth Anne Schliebe Pedraza, MSN, RN; Margaret Morgan Priddy, MSN, MSP, RN-BC; Amber C. Rafferty, MSN, RN; Nancy Grant Register, MSN, RN, FNP, IBCLC; Partti Reindle, MSN, RN; Mindy Schramm Reynolds, MSN, RN, MCM; Stephen Sabol, MBA; Margarete Sandelowski, PhD, RN, FAAN; Lawrence Santeramo, MSN, RN; Robin Lynn Schaefer, MSN, CRNA, FACHE; Steven Jay Schwam, MD; William Michael Scott, DNP, RN; Rachel Simmons, DNP, RN; Kelly Marie Simpson, PhD; Heather Hecei Smith, MSN, RN, WHNP; Teepa Lucille Snow, MS, OTR/L, FAOTA; Rosa Solórzano, MD, MPH; Ramona Sowers, DNP, FNP; Benjamin Clyde Staples, MBA; Dori Taylor Sullivan, PhD, RN, NE-BC, CNL, CPHQ; Karen Swift-Scanlan, MS, CRNM; Sharon Tallman, MSN, RN; Kelly Thompson-Brazill, MSN, ACNP, RN-BC, CCRN-CSC, PCCN; Victoria Thornton, MD; Sandy Tripp, DNP, FNP, CS; Monika Trogdon, MSN, RN; Shirley May Tuller, MSN, APRN-BC, AGNP; Karen Valcheff, MS, RN; Tauchiana J. Vanderbilt, MSW; Cynthia Wilkinton Vanek, MSN, RN; Deborah Varnam, MSN, RN; Mary Vinson, DNP; Mary Gwendolyn H. Waddell-Schultz, MSN, RN; Renee Lynn Wade, MSN; Jennie Wagner, MS, RN; Janette Ernestine Warsaw, MSN, RN, CNAA-ACNS/ECRC; Edwardo Weldon, MSN, CRNA; Megan S. Williams, MSW, MSPH; Tara L. Zychowicz, MSN, FNP.

Clinical Associate: Sylvia McLean Alston, MSN, MBA, RN; Lisa Lee Archer, MSN, RN; Susan West Avent, MSN, MBA, MHA, RN; Stephanie Blake, MSN, RN; Laura Jane Blue, MSN, RN, ANP; Heather Lynn Brumbaugh, MSN, RN, ANP, AOCN; Deanne Buschbach, MSN, RN, NNP, PNP; Elizabeth Hall Carver, MSN, RN; Gilbert H. Ciocci, MSN, RN, FNP; Ellen Cowan, MSN, RN, OCN; Ellen Durham Davis, MN, RN, CDE; Jill R. Engel, DNP, ACNP, FNP, ANP, CCRN-CS; Jane Ashton Fellows, MSN, RN, CNS, CWOCN; Kimberley Ann Fisher, PhD, FNP-BC, IBCLC; Michelle Ann Frey, MS, RN, AOCN; Mary Ann Fuchs, DNP, RN; Caryl Deblitz Fulcher, MSN, RN, CNS-BC; Jennifer Hirschy Gentry, MSN, ANP, APRN-BC, PCM; Kristi D. Giemza, MSN, RN, FMP-C; Tracy Karen Gosselin, PhD, RN, AOCN®; Pennington Hobbs Graham, MEd, BSN, RN; Grace Gunderson-Falcone, DNP, RN, A/GNP; Kerry VanSloten Harwood, MSN, RN; Ellen Jean Hegarty, MEd, CCRN, BC; Kathryn Boland Hill, MSN, RN, NNP; Julie S. Hudson, MSN, RN, CCTC; John S. Hudson, PhD, RN; Deborah Dawn Hutchinson-Allen, MSN, RN, CNS, FNP-BC, AOCNP; Beth Anne King, MSN, RN; Virginia Sullivan LaBelle, BS, RN, CPNP; Timothy Francis Lassiter, PharmD, MBA; Cindy McDaniel Lawrence, MSN, RN, CCTC; Carolyn Louise Lekavich, MSN, ANP, MHS-CL; Kathryn Lytle, MSN, RN, BC, CPHIMS, NEA-BC; Gary Edgar Macy, DMP, RN; Amy Yancy Mangum, MSN, RN, NNP, PNP; Patricia Lynn McGugan, DNP, RN; Rebecca Jean McKenzie, MBS, MSN, RN; Colleen A. McLaughlin, MSN, RN, CPNP; Pana Martin Meanor, MSN, RN, NNP, IBCLC; Sarah Eileen Mears, MSN, RN, NNP, CNS;

Susanne Meghdadpour, MSN, RN, PNP; Louise Ann Minnich, MSN, RN, PNP; Ann Walsh Mosher, MPH, FNP-BC; Renee Marie Muellenbach, MSN, RN; Judy Ross Prewitt, DNP, RN, ACNP-C, AOCN®; Elizabeth Powell Redd, MSN, RN, NNP; Deborah Jane Semmel, MSN, RN, CFNP; Catherine Simmons, MSN, RN, NNP; Michael D. Smith, MSN, CRNA; Kevin Ward Sowers, MSN, RN, FAAN; Kelly A. Stauffacher, MSN, CRNA; Elizabeth Shrum Stewart, MSN, CRNP; Karen Elizabeth Tammeling, MSN, RN, NNP; Dorothy Elaine Taylor-Senter, MSN, CNRN; Vivian L. West, PhD, MBA, RN; Ann M. White, MSN, RN, CCNS, CEN, CPEN; Christine Lynette Willis, MSN, RN, ANP-BC.



General Information

History of Duke University

Duke University traces its roots to 1838 in nearby Randolph County, where local Methodist and Quaker communities joined forces to support a permanent school that they named Union Institute. After a brief period as Normal College (1851-59), the school changed its name to Trinity College in 1859 and became a liberal arts college affiliated with the Methodist Church. The college moved to the growing city of Durham in 1892 when Washington Duke provided financial assistance and another local businessman, Julian S. Carr, donated land. In December 1924, the trustees graciously accepted the provisions of James B. Duke's indenture creating the family philanthropic foundation, The Duke Endowment, which provided for the expansion of Trinity College into Duke University.

As a result of the Duke gift, Trinity underwent both academic and physical expansion. The original Durham campus became known as East Campus when it was rebuilt in stately Georgian architecture. West Campus, Gothic in style and dominated by the soaring tower of the Duke Chapel, opened in 1930.

In 1972, the men's and women's colleges merged into the Trinity College of Arts & Sciences. Academic expansion of the university throughout its history has also included the establishment of graduate and professional schools.

Duke now is composed of ten schools, including Trinity College of Arts & Sciences, The Graduate School, Duke Divinity School, the School of Medicine, the School of Nursing, the School of Law, the Pratt School of Engineering, The Fuqua School of Business, the Nicholas School of the Environment, and the Sanford School of Public Policy.

Today, Duke embraces a diverse community of learners, including approximately 6,500 undergraduates and 8,400 graduate and professional students from a multiplicity of backgrounds. For more historical information, visit <http://library.duke.edu/rubenstein/uarchives>.

History of Duke University Medical Center

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.

History of Duke University School of Nursing

In support of James Duke's original vision, the Duke University School of Nursing (DUSON) 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 health care 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 in nursing degree, post-graduate and specialty certificates, and two doctoral programs (the Doctor of Nursing Practice (DNP) Program and the PhD Program in Nursing), the School of Nursing remains a national leader in nursing education. Duke University School of Nursing earned recognition as a National League for Nursing, Center of Excellence in Nursing Education in two categories: “Creating Environments that Promote the Pedagogical Expertise of Faculty” in 2013, and “Creating Environments that Enhance Student Learning and Professional Development” in 2015. The School of Nursing has also been designated as a National Hartford Center of Gerontological Nursing Excellence by the John A. Hartford Foundation. The School of Nursing ranks sixth in the latest *US News and World Report* Best Nursing Schools rankings, with six MSN majors ranked in the top ten nationally (adult/gerontology nurse practitioner-acute care and pediatric nurse practitioner-primary care are both ranked second; nursing anesthesia and nursing informatics are both ranked third; adult/gerontology nurse practitioner-primary care and family nurse practitioner are both ranked seventh). In 2015, the national student-reviewed graduate resource service GraduatePrograms.com ranked the DUSON graduate nursing programs as third best in the U.S. according to value, and identified DUSON as the sixth best U.S. nursing school for career support. In addition, the School of Nursing also ranked in the top ten nursing schools for NIH funding and research in 2014.

More than 900 students are now enrolled across DUSON’s innovative degree (ABSN, MSN, DNP, PhD) and certificate programs. Many programs are now available online and are meeting the needs of students in remote geographic locations in the United States and in sites around the world.

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

School of Nursing Facilities

The Christine Siegler Pearson Building

Duke University School of Nursing is primarily located in the Christine Siegler Pearson Building at 307 Trent Drive. The 107,000-square-foot facility features simulation laboratories, classrooms, and faculty and administrative offices, as well as beautiful hospitality and auditorium spaces equipped with video conferencing and lecture recording technologies.

The first floor of the Pearson Building is dedicated to optimizing the student experience at Duke School of Nursing. It features group study rooms, an enclosed study and reading room for those seeking a quiet environment and an open lounge for collaborative study. Additionally, there are computer kiosks where students can check email and send materials to printers nearby or in the Center for Nursing Discovery on the second floor. Both the IT and financial aid offices are on the first floor in convenient and easy to find locations. The hallmark of the first floor is the fully functioning Duke stone fireplace located in the expansive Atrium. Built using the iconic stone quarried from nearby Hillsborough, the fireplace is surrounded by comfortable plush chairs and has quickly become one of the most popular gathering places in the School. At the other end of the Atrium sits a Steinway baby grand piano, gifted to the School by the Mary Trent Semans family.

The second floor is home to the Center for Nursing Discovery where student nurses hone their skills in the delivery of health care. It includes an obstetrics lab for child birth exercises, three complete replicas of a real-life operating room and a task training room that students can access 24 hours a day to practice techniques such as IV or catheter insertion. The third floor houses audio and video recording studios as well as AV technology monitoring systems that allow multimedia technicians to monitor and troubleshoot classroom technology issues.

In less than a decade, the School of Nursing more than doubled the size of its faculty and student body and added the PhD Program in Nursing and the Doctor of Nursing Practice Program to its roster of academic degree programs. In recognition of this period of growth and progress, the School’s main facility received an official name and an additional wing. In 2011 the School of Nursing facility was named the Christine Siegler Pearson Building in honor of the philanthropic commitment of J. Michael Pearson and Christine Siegler Pearson, BSN’84, who donated

\$15 million to the School. In 2014 a north wing opened to provide an additional 45,000 square feet for student spaces and faculty and staff offices.

The Christine Siegler Pearson Building is a LEED (Leadership in Energy and Environmental Design) Silver facility. Certified by the United States Green Building Council, it was the fourth building at Duke to earn this certification. The building's green elements fall under the following LEED categories: Sustainable Sites, Water Efficiency, Energy and Atmosphere, Materials and Resources, Indoor Environmental Quality and Innovation and Design.

The Elizabeth C. Clipp Research Building

Adjacent to the Christine Siegler Pearson Building is the Elizabeth C. Clipp Research Building. Named in memory of Elizabeth C. Clipp (associate dean for research affairs from 2005 to 2007), it houses the Office of Global and Community Health Initiatives, a small auditorium, a suite for PhD and postdoctoral students, and faculty and staff offices. From 1972 until 2006 this building served as the school's main facility.

Educational Resources

Office of Admissions and Student Services

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

- **Prospective Student Services.** The Office of Admissions and Student Services provides frequent services to students interested in exploring enrollment at the school. The office supports prospects by providing venues to ask and receive information through our online resources, webinars, presence at out-of-state recruitment events, and on-campus events.
- **Admission Services.** The School of Nursing admissions officers are available to assist students in accessing and submitting the application for admission. The staff are available as well to guide students through the process, provide transcript evaluations, and general information about the interview selection process.
- **Student Services.** The office is responsible for providing operational support to students by helping to facilitate ID badge issuance, on-campus lockers and mailboxes for students who qualify. Additionally, current student communications are primarily monitored and maintained by this office.
- **Career Services.** This unit is committed to equipping students with the necessary skills, tools, and knowledge to succeed throughout their nursing careers. Services include resume and cover letter evaluation, interview preparation, and assistance with conducting an effective job search. Selected workshops in areas of career development are provided for all students throughout the academic year.
- **Academic Advising.** This unit supports preacademic advising for ABSN students as well as facilitates transcript evaluation services for prospective and admitted students. This unit also monitors the Matriculation Plan submissions for all DUSON students.
- **Compliance Services.** This unit oversees the collection, monitoring, and reporting of compliance-related items necessary for course enrollment and clinical participation. All students at the School of Nursing are required and expected to meet all health and safety regulations as directed by law, the university, and the health agencies in which our students work.
- **Data Management.** The primary goal of this unit is to monitor, control, and evaluate data entry processes and maximize efforts to reduce data errors and redundancy.
- **Registration Services.** The goal of this unit is to provide a seamless academic experience for DUSON's diverse body of students, faculty, and staff by establishing, maintaining, and constantly improving the processes and practices that revolve around student records, graduation, and related administrative services.

Center for Nursing Discovery

Using a student-centered approach, the Center for Nursing Discovery (CND) provides a variety of avenues of instructional methodology, including simulation using high fidelity (or lifelike) adult and pediatric mannequins, role-playing, self-instruction, faculty-assisted instruction, procedural task trainers to develop specific hands-on skills,

standardized patients (trained actors), and the use of innovative, state-of-the-art multimedia. Students can select various learning methods based on their individual learning styles to broaden assessment, communication, psychomotor, and cognitive skills within a safe environment. Practice in the CND, along with their clinical experiences, helps students move toward development of their own evidence-based nursing practice, achieving the ultimate goal of becoming clinical leaders in providing safe, effective, and excellent patient care.

The Center for Nursing Discovery, located on the 2nd floor of Duke University School of Nursing, is a 6,937 square foot space that includes seven simulation suites. This state-of-the-art area includes the following:

- 2 large hospital rooms with a total of 13 patient beds. Included in this area is a bariatric equipped space and an OB/Labor suite (Electronic Health Records (EHRs) are accessible from each bed space);
- 2 operating theatres with separate control rooms;
- 2 large patient assessment labs (the Helene Fuld Health Trust Lab for Clinical Training and the Ruby L. Wilson Patient Assessment Lab) with a total of 22 patient exam tables;
- ICU / critical care simulation suite with designated control room;
- Hospital simulation room with designated control room;
- 2 debriefing rooms;
- Task Trainer Room with 24 hour accessibility with student ID;
- Large multipurpose/classroom.

The CND has full audiovisual capabilities, with 29 pan-tilt-zoom cameras and 5 intercom systems allowing for the simultaneous recording of up to thirteen simulation sessions. Simulation sessions can also be viewed live via the CND learning management streaming software. The CND provides high-fidelity and low-fidelity simulators, static manikins, and models for use in interactive hands-on learning. Also available in the CND are a variety of task trainers, including Chester Chest, Central Line Man, airway management trainers, adult venipuncture and injection arms, blood pressure arms, ultrasound lumbar puncture trainers, central line trainers, pelvic and prostate exam trainers, ear and eye exam trainers, and many others.

The spacious CND facilities support learning by providing simulated experiences in nursing practice and decision making for students in the Duke University School of Nursing Accelerated BSN and MSN Programs and for nurse anesthesia students. CND facilities are also available to support interdisciplinary team training with Duke medical, physical therapy, and physician assistant students and other educational initiatives in the larger community.

Clinical Placement Services

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

Office of Research Affairs

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

The ORA provides research and mentoring support to faculty, post-doctoral fellows, and doctoral students. ORA also supports practicing nurses in the Duke University Health System by facilitating scientific inquiry and the diffusion of innovation into practice settings. Under the direction of the associate dean for research affairs, ORA faculty and staff assist with proposal writing through editorial review, analysis of statistical data, budget

development, formatting, and communication with Institutional Review Boards (IRB), the Institutional Animal Care and Use Committee (IACUC), the Institutional Office of Research Administration, the Institutional Office of Sponsored Programs, and the Duke Office of Clinical Research (DOCR). 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 meeting IRB and DOCR training requirements, obtaining research staff through DOCR, and statistical analyses. In addition, the Office of Research Affairs coordinates School of Nursing representation on two of the eight Duke University Medical Center Institutional Review Boards and serves as the school's Clinical Research Unit (the Duke Medical Center's program regulating clinical research).

Office of Global and Community Health Initiatives

The Office of Global and Community Health Initiatives (OGACHI) is committed to addressing health disparities locally and globally through education, research and service. The Office serves as a catalyst to improve health outcomes around the world by facilitating the development, monitoring and management of local, regional, and international activities for the School of Nursing. Established in 2006, the Office of Global and Community Health Initiatives supports and promotes collaborative partnerships and interdisciplinary linkages across campus and beyond as a means to respond to disparate health outcomes worldwide. Services include: consultation, global leadership services, technical assistance, continuing education, faculty exchanges and visiting scholars programs, academic training, and global clinical immersion experiences.

Local Activities. The Office of Global and Community Health Initiatives offers assistance to academic programs in community health activities. For example, in the ABSN program, the Office of Global and Community Health Initiatives supports local site development and activities including community sites orientations and service experiences within Durham county with established community partners such as: Durham Rescue Mission, El Centro Hispano, Lincoln Community Health Center, CAARE, Church World Services, and Genesis House.

Global Clinical Immersion Experience Clinical Placements. The Office of Global and Community Health Initiatives facilitates global clinical immersion experiences with global partners for all levels of DUSON students. Local and international placements at established partner sites offer students unique opportunities to develop cross-cultural sensitivity while expanding their understanding about community needs and the roles and responsibilities of nurses while fulfilling some clinical residency and/or elective curriculum requirements.

Program locations for international experiences may vary from year to year. The cost of international clinical experiences is the responsibility of the student. Program fees range in price from \$2,500-\$4,500 and do not include out-of-pocket expenses (estimated \$150-\$500 depending upon site).

Past global clinical immersion experience clinical placements for ABSN students have included:

- **Exploring Medicine in Honduras.** Location: Honduras, rural mountain communities near town of La Esperanza. Duration: Two weeks (usually during spring term). Offered annually through Duke University School of Medicine as Interdisciplinary 423C, with completion of Interdisciplinary 422C (Exploring Medicine: Cross-Cultural Challenges to Medicine in the 21st Century) as a prerequisite. Arranged in collaboration with Heifer International. Description: Nursing and medical students and faculty work together in a medical outreach team to provide outpatient medical care and health education to indigenous people in isolated mountain communities.
- **Barbados Polyclinics.** Location: Barbados. Duration: Two weeks (variable times). Arranged in collaboration with Barbados Ministry of Health and Barbados Community College. Description: The eight Barbados polyclinics, operated by the Ministry of Health, are multiservice outpatient facilities which provide public health and primary care clinic services (including antenatal/postnatal, pediatric, mental health, chronic disease management, dental and environmental health services, and home visits). Students are assigned to a clinic and provide hands-on care under the supervision of its staff, and also conduct community assessments, home visits, and environmental inspections.
- **China. Public and Community Health in China.** Location: Wuhan, China, the capital of Hubei province, which is the most populous city in central China. Duration: Two weeks (August). Arranged in conjunction with Wuhan University. Description: ABSN students will immerse into a public/community health experience that will feature learning about the health and public health systems of China, including Chinese medicine; rotate through community health clinics in urban and rural areas allowing for understanding similarities and differences in the settings, the people, and health requirements; visit other public health

agencies to understand how core public health principles are addressed. Attention to cultural sites and understanding cultural practices will also be provided.

- **Nicaragua.** Location: Managua, Nicaragua. Duration: Two weeks (various times). Arranged in collaboration with Universidad Politécnica de Nicaragua (UPOLI). Prerequisite: conversational Spanish. Description: Each Duke student is paired with a UPOLI nursing student for clinical rotations (which include primary care/public health at public health centers, conducting community and environmental health assessments, participating in a health fair, conducting home health visits focused on health promotion/disease prevention), and an inter-institutional student seminar.
- **St. Vincent and the Grenadines.** Location: The Caribbean islands of St. Vincent and the Grenadines. Duration: Two weeks (variable times). Arranged in conjunction with St. Vincent and the Grenadines Community College and the Ministry of Health (MOH). Description: DUSON students are attached in pairs to three of the eight MOH health centers reflecting urban, rural, and suburban districts. Students rotate through primary care/public health care clinics, visit neighborhoods conducting community and environmental assessments, participate in home visits and environmental health inspections, and discover the relationships among public health, health policy, and civic engagement.
- **Tanzania.** Location: Ntagacha, Tarime District, Tanzania. Duration: Two weeks (variable times). Arranged in collaboration with Teamwork City of Hope (TCOH), a children's home on a self-sustaining campus in a rural setting dedicated to addressing the orphan crisis and the issue of chronic poverty by meeting basic needs, providing education and health care, and leadership development within a nurturing family-oriented environment. ABSN students in this remote rural location will implement community health principles and practices, including health promotion and disease prevention interventions for the children, TCOH complex, and the surrounding community. Students live in the mission's house on the campus during the two-week experience.
- **Tanzania.** Location: Kilimanjaro Region, Tanzania. Duration: Two weeks (variable times). Arranged in collaboration with Kilema Catholic Hospital and Marangu Lutheran Hospital (both are rural district hospitals in the Kilimanjaro region about 40 km from Moshi, Tanzania). Offers a community/public health experience with opportunities to rotate through outpatient clinics such as reproductive health, pediatric immunizations, HIV/AIDS with home visits, adolescent health, other infectious diseases, and experiences in small satellite clinics at the village level. Students will also participate in a community health assessment, visit villages, and explore the culture. Students will experience core public/community health opportunities, including hands-on care, and health promotion teaching. Student housing is on the hospital campus.

Global Clinical Immersion Residency or Elective Experiences for Graduate Students. Global clinical immersion experience programming for MSN students is developed to address the specific academic goals for each student's individual program, objectives, and requirements. Approval of the academic faculty advisor is required; student and advisor collaborate on residency specifics and the number of clinical hours necessary. Program sites may vary from year to year.

Experiences available to MSN students include:

- **MSN residencies in Nicaragua.** Location: Managua, Nicaragua, and surrounding rural communities. Duration: typically two to four weeks or more. Arranged in conjunction with AMOS Health and Hope Center in Nicaragua. AMOS provides clinic-based primary care in Managua and reaches out to some of the most remote and underserved communities in Nicaragua providing care to individuals and families. Description: MSN Family Nurse Practitioner students will be mentored by American-educated Latino physicians committed to improving access to care and health outcomes among individuals and families living in poverty in remote communities where established health care facilities do not exist. Students will be able to address the objectives of their FNP residency and achieve roughly one-third of their required hours through this site. Competency in spoken and written Spanish is a requirement for this experience.
- **MSN residencies in Tanzania.** Location: Moshi, Tanzania, and vicinity. Duration: typically two to four weeks or more. Arranged in collaboration with the [Kilimanjaro Christian Medical Center \(KCMC\)](#) in Moshi, Tanzania. Description: Students in nurse practitioner majors work collaboratively with health care teams at community-based clinics, providing supervised care. Nursing education residencies are also available through the KCMC College, School of Nursing. MSN and other DUSON students also have the opportunity for two-week noncredit experiences at Teamwork City of Hope in Tarime district (northwest Tanzania) at a comprehensive children's home in a remote rural setting. Health promotion experiences are possible.

- **MSN global clinical immersion experiences through external agencies.** The Office of Global and Community Health Initiatives supports global clinical immersion experiences for MSN students in collaboration with [Child Family Health International \(CFHI\)](#). Locations currently available include CFHI sites in Ecuador, Bolivia, Argentina, Mexico, India, South Africa, and Uganda. Duration: typically four weeks. Prerequisites: Residencies at sites in Spanish-speaking countries require some Spanish language capability. Description: Residencies can be arranged for students in nurse practitioner majors with interests in family and women's health, and include hands-on and observational clinical experiences with cultural immersion through accommodation with local hosts.

The Office of Global and Community Health Initiatives supports students' experiences by assisting with the planning and execution of logistics associated with global clinical immersion experiences and other nonclinical experiences abroad. It also offers pre-departure orientation sessions to prepare students for the trips.

Institute for Educational Excellence

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

Center of Nursing Collaboration, Entrepreneurship, and Technology (CONCEPT)

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

Center of Geriatric Nursing Excellence

The Duke Center of Geriatric Nursing Excellence (CGNE), a National Hartford Center of Gerontological Nursing Excellence, serves as the unifying structure within the Duke School of Nursing to develop, identify, and support geriatric-focused educational, research and practice opportunities and resources.

Consistent with the School's mission, the CGNE:

- supports the development of clinical leaders, advanced practitioners and researchers;
- promotes clinical scholarship; and
- advances gerontological-focused nursing science.

To accomplish its work, the CGNE:

- seeks out individuals, programs and organizations with common strategic goals;
- identifies opportunities to share resources among collaborators; and
- builds synergy to transform care of older adults.

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

ADAPT Center

The ADAPT Center (Adaptive Leadership for Cognitive/Affective Symptom Science), an NINR Center of Excellence) supports symptom science research and the study of cognitive/affective symptoms and interventions that promote patients' and their caregivers' adaptive abilities for self-management. At the heart of the Center's work is the idea that chronic illnesses are complex and often require patients and their families to make behavioral changes in order to manage illnesses and improve the patients overall quality of life. Center investigators share and disseminate new knowledge, participate in interdisciplinary research collaboration to advance the field of symptom science and assist other investigators to conceptualize and study cognitive/affective symptoms and interventions that promote patients' and their family caregivers' adaptive abilities.

Center for Instructional Technology and Distance Learning (CITDL)

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

Full-time CITDL staff manage the School of Nursing servers, the in-house network, hundreds of workstations and laptops, the Sakai learning management system, software licensing, multimedia learning resource applications, production resources, a recording studio, video editing, and a wide variety of professional presentation equipment and computers used in the school's classrooms. CITDL staff provide IT assistance to School of Nursing faculty, staff, and students through a fully staffed IT service desk. Additionally, CITDL provides audiovisual and technology support during classes and on scheduled weekends, coordinating the integration of new and innovative technologies (such as the school's audience response system, web conferencing, virtual reality, and lecture recording technology) into the classroom. Other services include website and application development. CITDL provides ongoing technical training to faculty and students in groups and through one-on-one communication on all technology used within the school, including the Sakai online learning management system.

Duke Center for Instructional Technology (CIT)

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

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

- **Online informatics course for health professionals.** "Data Standards and the Learning Healthcare System" is being developed in collaboration by nursing faculty with the American Medical Informatics Association to educate health care professionals about the importance of data standards in improving the national health care system.
- **Creation of health advocacy videos by students** in the Doctor of Nursing Practice Program. ([Sample student videos](#) can be accessed through the School of Nursing YouTube channel.)
- **Experimental use of iPads** by nurse anesthesia students to access course materials and specialized health information in clinical settings.

Interdisciplinary Education Collaboration within Duke Medicine

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

Simulation and Patient Safety Center. In addition to the learning and simulation laboratories in the Center for Nursing Development, School of Nursing faculty and students have access to the [Human Simulation and Patient Safety Center \(HSPSC\)](#). Developed as a collaborative effort of the Duke Department of Anesthesiology, School of Nursing, and School of Medicine, the HSPSC is committed to advancing the state of the art in medical education technology. It features human patient simulators (full-size adult and pediatric mannequins) with major organ systems programmed to respond in an appropriate manner to the environment and to users' physical and pharmacologic interventions. These simulator mannequins can be used to teach a wide variety of basic and advanced content, including physiology and pharmacology, bedside medical examination techniques, cardiopulmonary resuscitation, and complex anesthetic management. Scenarios may be preprogrammed or run "on-the-fly." Most

monitors and equipment currently used in operating room and critical care environments can be used with the simulators.

Interdisciplinary Patient Safety Training. Faculty of the Duke University Schools of Nursing and Medicine collaborate each year to provide interdisciplinary training in teamwork and patient safety to nursing and medical students.

Other Interdisciplinary Opportunities. Additional opportunities for interdisciplinary learning involve subjects such as disaster preparedness, global health, and cultural diversity.

Interdisciplinary Research Centers at Duke

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

The [Duke Translational Medicine Institute \(DTMI\)](#) is an integrated support structure that provides resources and training and facilitates collaborative research in clinical and translational research. Its mission is to improve individual and population health by catalyzing translation across the continuum of scientific discovery, clinical research, care delivery, and global health. DTMI and many other interdisciplinary research centers and institutes at Duke sponsor educational offerings of potential interest to School of Nursing faculty and students, and provide opportunities for collaborative interdisciplinary research.

DUSON faculty are currently affiliated with the Center for the Study of Aging and Human Development; the Duke Academy for Health Professions Education and Academic Development (Duke AHEAD); the Duke Cancer Institute; the Duke Center for AIDS Research; the Duke Center for Community Research; the Duke Center for Health Informatics; the Duke Center for Personalized Medicine; the Duke Center for Research on Prospective Health Care; the Duke Clinical Research Institute; the Duke Global Health Institute; the Duke Heart Center; the Duke Institute for Brain Sciences; the Duke Institute on Care at the End of Life; the Duke Institute for Health Innovation, the Duke Population Research Institute; the Heart Center Nursing-Center of Excellence; the Jean & George Brumley, Jr. Neonatal-Perinatal Research Institute; and the Oncology Nursing Center of Excellence. School of Nursing faculty are also affiliated with Durham Health Innovations (a partnership between Duke Medicine and the Durham community that seeks to improve the health status of Durham County residents) and the Durham Veterans Affairs Medical Center Geriatric Research Education and Clinical Center.

Additional interdisciplinary centers and institutes at Duke support research of interest to the nursing community, including the Brain Imaging and Analysis Center, the Center for Cognitive Neuroscience; the Center for HIV/AIDS Vaccine Immunology; the Center for Human Disease Modeling, Center for Human Genome Variation; the Duke Center for Child and Family Policy; the Duke Center for Clinical Health Policy Research; the Duke Center for Genomic and Computational Biology; the Center for Health Policy-Health Inequalities Program; the Duke Center for Human Genetics; the Duke Center for Integrative Medicine; the Duke Center for Living; the Duke Center for Neuroengineering; the Duke Center for Palliative Care; the Duke Center for Spirituality, Theology & Health; the Duke Center for the Study of Race, Ethnicity, and Gender in the Social Sciences; the Duke Comprehensive Sickle Cell Center; the Duke Diet and Fitness Center, the Duke Eye Center; the Duke Human Vaccine Institute; the Duke Institute for Brain Sciences; the Duke Sleep Disorders Center; the Duke Stroke Center; the Duke-UNC Brain Imaging and Analysis Center; the Duke-UNC Comprehensive Sickle Cell Center; the Fitzpatrick Center for Interdisciplinary Engineering, Medicine and Applied Sciences; the Joseph and Kathleen Bryan Alzheimer's Disease Research Center; the Kenan Institute for Ethics; the Preston Robert Tisch Brain Tumor Center, the Sarah W. Stedman Nutrition and Metabolism Center; the Social Science Research Institute at Duke University; the Trent Center for Bioethics, Humanities and History of Medicine; and the Udall Parkinson's Disease Center of Excellence.

Interinstitutional Registration Agreement

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

Participating universities are Duke University, North Carolina Central University, North Carolina State University, the University of North Carolina at Chapel Hill, The University of North Carolina at Charlotte, and The University of North Carolina at Greensboro.

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

Libraries

The [Duke University Library system](#), with more than seven million volumes, ranks among the top ten private research libraries in the United States. Its collections also include extensive holdings of serials, electronic resources, digital collections, and media, and more than fifteen million manuscripts. The system includes the Perkins/Bostock main library and the David M. Rubenstein Rare Book and Manuscript Library/University Archives on West Campus; Lilly Library (fine arts, philosophy, film and video, performing arts) and the Music Library on East Campus; and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort, North Carolina. The Duke University Library system also includes four independently administered libraries: the Divinity School Library, the Ford Library at The Fuqua School of Business, the Goodson Law School Library, and the Duke University Medical Center Library.

For more information about the resources and hours of operation of each of the libraries, visit the [Duke Libraries website](#).

Duke University Medical Center Library (DUMCL)

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

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

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

Clinical Facilities

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

Duke University Health System Hospitals

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

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

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

Duke University Hospital. [Duke University Hospital](#) is a full-service tertiary and quaternary care hospital licensed for 938 acute care beds and nineteen adult psychiatry beds. With hundreds of board-certified specialists and subspecialists, Duke University Hospital provides comprehensive expertise and health care of the highest quality to a highly diverse patient population that includes not only Durham residents but also patients from throughout North Carolina and adjacent states. Duke University Hospital achieved redesignation as a Magnet® Hospital from the ANCC in 2011, signifying continuing success in implementing national Magnet standards for nursing excellence. In addition to regular and intensive care inpatient units, hospital facilities include 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. The Duke Emergency Department, a regional emergency/trauma center, has adult and pediatric triage intake rooms, an eighteen-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 twelve patients with general care, critical care or isolation needs, and a forensic patient care facility. The Duke Cancer Center, a 267,000-square-foot state-of-the-art patient care facility which opened in 2012, houses almost all cancer care services. The 8-floor, 608,000-square-foot Duke Medicine Pavilion, which opened in 2013, includes 18 operating rooms, 160 critical care rooms, and an imaging suite.

Within Duke University Hospital, the 190-bed [Duke Children's Hospital and Health Center](#) provides comprehensive health care for children, with inpatient pediatric beds, neonatal intensive care and pediatric intensive care units, and the outpatient pediatric specialty services of the McGovern-Davison Children's Health Center.

Duke Regional Hospital. [Duke Regional Hospital](#) is a 369-bed acute care community hospital that has provided health care to residents of Durham and surrounding counties for more than thirty-five years. Duke Regional Hospital provides comprehensive specialty services, including cardiovascular care, general and cardiac surgery, critical care, oncology, orthopaedics, psychiatry, women's and children's services, an eighteen-bed Level II special care nursery, on-site radiation oncology service, the James A. Davis Ambulatory Surgery Center, and the Durham

Rehabilitation Institute, a thirty-bed inpatient rehabilitation facility. Duke Regional was one of the first sites in North Carolina to be designated as a Bariatric Center of Excellence, and the only Select Specialty Hospital Long-Term Acute Care Hospital in the Raleigh/Durham/Chapel Hill area. Duke Regional Hospital has achieved Magnet® designation from the ANCC for excellence in nursing. Additional information can be found at the Duke Regional Hospital website.

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

Other Clinical Partnerships Within Duke Medicine

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

Duke Clinic. Just south of the Nursing School Building is the [Duke Clinic](#), which houses outpatient clinics providing state-of-the-art care in a wide variety of specialties. Clinics include Duke Adult Comprehensive Sickle Cell Center; Duke Advanced Abdominal Disease; Duke Advanced Heart and Lung Failure Clinic; Duke Behavioral Medicine; Duke Cardiac Transplant Clinic; Duke Cardiology Clinics; Duke Colon and Rectal Surgery; Duke Dermatologic Laser Center; Duke Dermatology; Duke Electroconvulsive Therapy; Duke Electromyography Laboratory; Duke Endocrinology and Bone Densitometry; Duke Gastroenterology; Duke Gastroenterology and GI Motility Lab; Duke Hemostasis and Thrombosis Center; Duke Hyperbaric Medicine Clinic; Duke Infectious Diseases; Duke Infusion/Apheresis Center; Duke Lupus Clinic; Duke Muscular Dystrophy Association (MDA) Clinic; Duke Neurological Disorders Clinic; Duke Ob/Gyn; Duke Orthopaedic Trauma Clinic; Duke Otolaryngology, Head and Neck, ENT; Duke Physical Therapy; Duke Psychiatry Sleep Clinic; Duke Pulmonary Medicine and Renal; Duke Rheumatology; Duke Speech Pathology and Audiology; Duke Spine Center; Duke Thoracic Surgery; Duke Urology; Duke Vascular Surgery; Duke Vein Clinic; Duke Wound Management Clinic; Employee Occupational Health and Wellness Clinic; Geriatric Evaluation and Treatment Clinic; and Preoperative Screening Clinic. Partnerships between many of these clinics and the School of Nursing provide invaluable opportunities for training in specialty nursing to students at all levels.

Duke HomeCare and Hospice. [Duke HomeCare and Hospice](#) (DHCH) includes JCAHO-accredited home infusion, home health care, and hospice care. [Duke Home Infusion](#) provides home-based IV therapy and nutrition, pain management, and related services to patients in North Carolina, South Carolina, and Virginia. [Duke Home Health](#) provides home health care services such as nursing care and rehabilitative therapy to adult and pediatric patients in nine central North Carolina counties. [Duke Hospice](#), which serves the same nine counties, provides palliative and end-of-life care to terminally ill patients in homes, assisted-living facilities, nursing homes, hospitals, and two Duke Hospice inpatient care facilities. In addition, [Duke Hospice Bereavement Services](#) provides professional grief counseling and bereavement support to Duke Hospice families and members of the Triangle community and offers community-based bereavement programs at the Unicorn Bereavement Center (Hillsborough, NC) and other locations in the Triangle area.

Duke Long Term Care Consortium. The Duke Long Term Care Consortium (LTCC), originated as an education/research/practice collaboration between the Duke University School of Nursing and four high-quality nursing homes in the Durham area. The LTCC has expanded far beyond this initial core group with the addition of more than forty nursing homes, assisted-living residences, and continuous-care retirement communities 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 opportunities 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 for older adults. School of Nursing faculty with interests in nursing home research contribute time and consultation to consortium members, which in turn provide sites to test evidence-based practices to solve clinical problems, conduct research, and serve as clinical learning sites for students.

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

Clinical Partnerships with Other Hospitals and Health Centers

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

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

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

Duke LifePoint Healthcare. [Duke LifePoint Healthcare](#) (DLP) is a joint venture of Duke University Health System and LifePoint Hospitals established in 2011 to stabilize, strengthen and improve health care delivery throughout North Carolina and the surrounding area by creating flexible affiliation options for community hospitals in the region, particularly in rural and medically underserved areas. Several DLP hospitals have clinical relationships with the School of Nursing, including Maria Parham Medical Center (102-bed rural regional hospital in Henderson, North Carolina); Person Memorial Hospital (110-bed community hospital in Roxboro, North Carolina); and Danville Medical Center (390-bed regional medical center in Danville, Virginia).

WakeMed Health and Hospitals Raleigh. WakeMed Health and Hospitals is a private and not-for-profit health care system with 919 beds. The 575-bed general medical and surgical hospital at WakeMed Raleigh Campus provides a full range of inpatient and outpatient services, including a Level I trauma center, primary stroke center, and chest pain center. WakeMed Heart Center is one of the highest volume heart centers in the United States. WakeMed also has North Carolina's first freestanding Children's Emergency Department, a national model that serves more than 40,000 children each year. Duke Children's and WakeMed Children's Specialty Services, a Duke Medicine-WakeMed collaborative located near WakeMed Children's Hospital, provides comprehensive pediatric specialty care for Wake County children and adolescents. The WakeMed system also includes the 98-bed Rehab Hospital, the 156-bed WakeMed Cary Hospital, skilled nursing facilities, and outpatient clinics.

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

Alamance Regional Medical Center. Alamance Regional Medical Center in Burlington, North Carolina is a 238-bed not-for-profit community hospital providing general medical and surgical care. As a participating hospital in the national Hospital Quality Incentive Demonstration (HQID), Alamance Regional Medical Center earned five QHID quality awards in 2010. Alamance Regional Cancer Center is one of four North Carolina cancer programs that received the Outstanding Achievement Award in 2011 from the American College of Surgeons Commission on Cancer.

Additional Clinical Partnerships. The Duke University School of Nursing is privileged to have collaborative relationships with organizations such as Cone Health, Novant Health, and Vidant Health as well as hundreds of additional health care delivery sites that provide clinical experiences for students. These include hospitals, physician offices, clinics, home care and public health agencies, and community healthcare settings within North Carolina and across the United States. These clinical sites are an integral part of the high-quality educational experience that the School of Nursing provides for Duke nursing students at all levels.



School of Nursing Overview

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:

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

Philosophy

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

Human Beings

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

Society/Environment

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

Health

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

Health Care Delivery

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

Nursing

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

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

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

Teaching/Learning

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

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

Statement of Diversity and Inclusion

Duke University School of Nursing is committed to increasing diversity and inclusiveness in our community. Diversity is more than broadly representative demographic differences. Rather, diversity embodies cultural sensitivity and openness, collaboration, and inclusion. Diversity fosters learning by reflecting experiences from life, classroom, and practice, as well as social beliefs.

Individually and together, we encourage opportunities to think and behave equitably by acknowledging and respecting different beliefs, practices, and cultural norms. We honor pluralism and encourage each other to explore, engage in, and embrace one's uniqueness while we uphold academic excellence, celebrate strategic change, and honor traditions.

By embracing diversity and inclusion in all that we do and strive for, we strengthen our community, our pedagogy, our research, and the future design, development, and delivery of a health care system that eliminates disparities both locally and globally.

Moving forward, we will continue to acknowledge and celebrate our differences and promote community values that reflect our diversity and multiple ways of knowing in an intercultural world.

Programs

Academic Degree Programs

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

- The [Accelerated Bachelor of Science in Nursing \(ABS/N\) Program](#) is an intensive, full-time, campus-based 16-month program designed for adult learners who have completed an undergraduate degree and the required prerequisites.
- The [Master of Science in Nursing \(MSN\) Program](#) provides education for nursing in advanced practice majors, and includes a comprehensive selection of clinical and systems majors. In most majors, students have the option to complete this program either as full-time or part-time students.
- The [Doctor of Nursing Practice \(DNP\) Program](#) curriculum has four main foci: translation of evidence to practice, transformation of health care, leadership, and specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The Duke DNP Program has two primary points of entry: post-master's and post-baccalaureate. The DNP Program also offers the DNP with specialization in nurse anesthesia as a full-time, on-campus, 36-month program).
- The [PhD Program in Nursing](#), a full-time campus-based program, prepares nurse scientists for careers as independent investigators and faculty members within academic settings. The conceptual theme of the PhD Program, trajectories of chronic illness and care systems, illuminates the interface between individuals with long-term or irreversible health impairments and their care environments. The PhD Program in Nursing is a program of the Duke University Graduate School. Applicants must have a bachelor's or master's degree in nursing.

Postdoctoral Fellowship Program

- The [postdoctoral fellowship program](#) supports postdoctoral associates in developing rigorous theoretical and methodological approaches for studying the separate and combined trajectories of chronic illnesses and care systems.

Certificates

The School of Nursing offers several graduate-level certificate options and a collaborative population care coordinator certificate program.

- **Post-graduate certificate.** Beginning in the Fall 2014 semester, graduate education leading to a post-graduate certificate became available in selected nursing majors and specialties. This post-graduate certificate option replaces the post-master's certificate option, which is being phased out.
- **Post-master's certificate.** The post-master's certificate option is being phased out and is no longer accepting applicants for admission. The School of Nursing is continuing to offer all courses which must be taken by currently enrolled post-master's certificate students to complete their matriculation plans and earn the post-master's certificate.

- **Specialty certificates in cardiology, HIV/AIDS, oncology, and orthopedics.** Nurse practitioners with an MSN or higher degree from a regionally accredited institution and nurse practitioner students from other accredited schools can earn a certificate in any of these specialties. The HIV/AIDS specialty certificate is also open to other licensed health care providers with a master's or higher degree from an accredited institution (e.g., physician assistants and MDs).
- **Health informatics graduate certificate.** The health informatics graduate certificate is offered for health care professionals with a bachelor's or graduate degree who seek knowledge of health informatics principles, methods, and applications.
- **Population care coordinator certificate.** The Duke University School of Nursing population care coordinator certificate program is a 14-week certificate program developed to prepare nurses for the role of population care coordinator.

Specialized Programs

The School of Nursing offers two additional programs to foster the development of minority nursing leaders, scholars, and scientists.

- **The WSSU-Duke Nursing Bridge to the Doctorate Program** is a collaborative partnership between Winston-Salem State University (WSSU) Division of Nursing and Duke University School of Nursing supported by National Institutes of Health funding (NR25-GM102739). Bridge to the Doctorate aims to increase the number of underrepresented minority MSN scholars at WSSU who are prepared for competitive and seamless transition into PhD programs in nursing or other biomedical and behavioral science disciplines at Duke University.
- **The Academy for Academic and Social Enrichment and Leadership Development for Health Equity (Health Equity Academy),** funded by Health Resources and Services Administration (HRSA) Nursing Workforce Diversity (NWD) grant D19HP25902, is a competitive academic and professional socialization program for high achieving/high potential minority students from economically disadvantaged circumstances who are interested in understanding and addressing the relationship between social determinants of health, health access, health disparities and health equity and a career in nursing who aspire to leadership in the profession and advanced levels of graduate education.

Academic Degree Programs: Descriptions

Accelerated Bachelor of Science in Nursing (ABSN) Program

The Duke University School of Nursing offers an [Accelerated Bachelor of Science in Nursing \(ABSN\) Program](#) as a full-time campus-based 16-month program designed for individuals who have completed an undergraduate degree in a non-nursing field. This program incorporates all of the components of a traditional bachelor of science in nursing program with an additional focus on 21st-century health care needs and environment, including contemporary topics related to technological advances, changes in population demographics, current sociopolitical influences, and evolving health care needs. These topics include health care disparities, multicultural care, health care quality and safety, genetics/genomics, elder care, palliative care, and care at the end of life. Threads throughout the program also include professional identity, care management, leadership, information management, collaboration, scholarship and contextual relevance.

ABSN Curriculum

The accelerated bachelor of science in nursing (ABSN) is a full-time campus-based 16-month program with 58 credit hours. Students complete the curriculum in four 12-week semesters (taking between 12 and 16 credit hours per semester). The curriculum includes six credit hours of electives with graduate credit option.

ABSN Program Outcomes

Integration of education, clinical practice and clinical scholarship serves as the foundation for the ABSN program. Upon completion of the program, the graduate is able to:

- act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.

- express one's identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and, a willingness to provide leadership in improving care and in promoting personal and professional growth in self and others.
- make judgments in practice that synthesize nursing science and knowledge from other disciplines to provide safe, quality care; promote the health of diverse patients, families, and communities; and assist them to continually progress toward fulfillment of human capability.
- use basic skills of negotiation, conflict resolution, team building, leadership and communication to engage in positive working relationships within an interprofessional healthcare team, and contribute a unique nursing perspective to care delivery.
- apply leadership concepts and skills to provide high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
- provide care that takes into account socio-cultural-political determinants of health, illness and disease; promotes health and human flourishing; and addresses health disparities in vulnerable populations, locally and globally.
- integrate information from multiple sources that has been judged to be relevant and reliable in planning, delivering and evaluating care with particular attention to nurse-sensitive quality indicators and national benchmarks.

Additional information about the ABSN Program is available online in the [Accelerated Bachelor of Science in Nursing Program](#) section of the Duke University School of Nursing website and in the [Accelerated Bachelor of Science in Nursing Student Handbook for 2015-2016](#).

Master of Science in Nursing (MSN) Program

The Duke University School of Nursing redesigned the [Master of Science in Nursing Program](#) and implemented a revised curriculum for all MSN students enrolling in the Fall 2014 semester and thereafter (the new curriculum). Students who matriculated in the MSN Program before the Fall 2014 semester will continue to follow the curriculum that was in place at the time of their matriculation (the old curriculum).

MSN New Curriculum: For Students Matriculating in the MSN Program in the Fall 2014 Semester or Later

The new MSN curriculum offers an online or distance-based option for all majors. The number of credit hours required for completion of a major varies from 36 to 49, depending on the major. A new series of core courses has been introduced, and matriculation plans for all majors require students to complete these core courses in the early semesters of their plans of study. All MSN core courses are offered online.

Students pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. Students have the option to pursue full-time or part-time study in most majors and specialties.

MSN Program Outcomes (New Curriculum)

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

- contribute to the science of nursing in one's specialty area of practice by analyzing underlying disparities in knowledge or evidence; formulating research questions; and systematically evaluating the impact on quality and disseminating evidence-based solutions to nursing problems.
- implement one's advanced nursing role in ways that foster best practices, promote the personal and professional growth of oneself and others, demonstrate leadership, promote positive change in people and systems, and advance the profession.
- synthesize specialty knowledge and skills unique to one's area of advanced nursing practice to deliver safe, high quality care to diverse populations in the context of facilitating human flourishing.
- implement one's advanced nursing role through effective interprofessional collaboration, relationship centered caring, cultural competency, proficiency in a range of communication techniques and individual, population-focused and system-wide thinking so that safe, high quality care is achieved.
- model excellence as a nursing leader who effects needed change in one's specialty area of practice and helps shape a preferred future for nursing and healthcare.

- integrate knowledge of socio-cultural-political contexts and determinants of health to improve the health of diverse populations within one's specialty area of practice.
- use information management skills to synthesize knowledge from nursing and related disciplines in the ethical practice of one's advanced practice nursing role.

MSN Majors and Specialties (New Curriculum)

Advanced Practice Registered Nurse Majors. Duke University School of Nursing offers the MSN degree in the following advanced practice registered nurse (APRN) majors:

- adult-gerontology nurse practitioner – acute care
- adult-gerontology nurse practitioner – primary care
- family nurse practitioner
- pediatric nurse practitioner – acute care
- pediatric nurse practitioner – primary care
- neonatal nurse practitioner
- women's health nurse practitioner

Specialty Curricula for APRN Majors. Clinical specialties in cardiology, HIV/AIDS, oncology, and orthopedics are available to students who enroll in APRN majors in the Fall 2014 semester or later. Some specialties are available only to students enrolled in certain APRN majors.

Systems Majors. The School of Nursing offers the MSN degree in these advanced practice systems majors:

- nursing and health care leadership
- nursing education
- nursing informatics

MSN Old Curriculum: For Students Who Matriculated in the MSN Program Before the Fall 2014 semester

Students who matriculated in the MSN Program before the Fall 2014 semester will continue to follow the curriculum that was in place at the time of their matriculation. Coursework required for the degree in the old curriculum varies by major (36-60 credit hours). For all majors and clinical specialties in place under the old curriculum, the School of Nursing continues to offer the courses that currently enrolled students need in order to complete their matriculation plans and earn their MSN degrees.

MSN Program Outcomes (Old Curriculum)

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

- synthesize concepts and theories from nursing and related disciplines to form the basis for advanced practice;
- demonstrate expertise in a defined area of advanced practice;
- utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing;
- demonstrate leadership and management strategies for advanced practice;
- demonstrate proficiency in the use and management of advanced technology related to patient care and support systems;
- evaluate contextual factors, such as socio-cultural, ethical, economic, ethical, and political, that influence systems of health care, health of populations, and patient outcomes;
- demonstrate the ability to engage in collegial intra- and inter-disciplinary relationships in the conduct of advanced practice.

MSN Majors and Specialties (Old Curriculum)

Advanced Practice Registered Nurse Majors. Advanced practice registered nurse (APRN) majors available to students who matriculated in the MSN program before the Fall 2014 semester include:

- adult-gerontology nurse practitioner – acute care
- adult-gerontology nurse practitioner – primary care
- family nurse practitioner
- pediatric nurse practitioner – acute care
- pediatric nurse practitioner – primary care
- neonatal nurse practitioner

Specialties for APRN Majors. Clinical specialties in cardiology, HIV/AIDS, oncology, and orthopedics are available to students who matriculated in APRN majors before the Fall 2014 semester. Some specialties are available only to students enrolled in certain APRN majors.

Systems Majors. Advanced practice systems majors available to students who matriculated in the MSN program before the Fall 2014 semester include:

- informatics
- nursing and health care leadership
- nursing education

Nurse Anesthesia (CRNA) Major. This MSN major in nurse anesthesia is being phased out, and is no longer accepting new applicants. For students currently enrolled in this major, the MSN in nurse anesthesia requires 28 months of full-time study. Starting in the Fall 2014 semester, the DNP Program offered a doctorate in nursing practice with specialization in nurse anesthesia.

Additional information about the MSN Program can be found in the [Master of Science in Nursing Program](#) section of the Duke University School of Nursing website and in the [Master of Science in Nursing Program Student Handbook for 2015-2016](#).

Doctor of Nursing Practice (DNP) Program

The Duke University School of Nursing is proud to be the first school in North Carolina to offer a [Doctor of Nursing Practice \(DNP\)](#) degree. The inaugural class entered in Fall 2008. The DNP Program is designed for nurses in advanced specialty practice who have an earned master's degree in nursing or a health-related profession and for nurses with an earned bachelor of science in nursing who want to pursue the DNP while completing an advanced practice major.

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

The curriculum is based on American Association of Colleges of Nursing guidelines and focuses on translation of evidence to practice, transformation of health care, health care leadership, and advanced specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The program requires a minimum of 74 to 83 credit hours post-BSN or 35 credit hours post-master's, depending on the advanced practice major selected. Both part-time and full-time students are eligible for the program.

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

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

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

The School of Nursing implemented the new doctorate of nursing practice with specialization in nurse anesthesia (a 36-month full-time program, requiring the completion of 83 credit hours) in the Fall 2014 semester.

DNP Program Outcomes

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

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

Additional information about the DNP Program can be found on the [Doctor of Nursing Practice \(DNP\) Program section](#) of the Duke University School of Nursing website and in the [Doctor of Nursing Practice \(DNP\) Program Student Handbook for 2015-2016](#).

Doctor of Nursing Practice (DNP) with Specialization in Nurse Anesthesia

The DNP Program offers a doctorate in nursing practice with specialization in nurse anesthesia (DNP-Nurse Anesthesia) to prepare nurse anesthesia clinical scholars who are skilled in anesthetic administration in a wide array of clinical settings to patients across the lifespan.

The Duke DNP with specialization in nurse anesthesia is a 36-month on-campus program requiring completion of 83 credits over nine semesters. Students are admitted in the fall semester only.

The DNP-Nurse Anesthesia curriculum integrates DNP and nurse anesthesia specialty courses. The program culminates in completion of a capstone project addressing a process improvement/quality improvement/project affecting populations of patients, health care organizations, and health care systems in a clinical setting. Graduates are prepared in the translation of research and other evidence into clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. The DNP is well defined and addresses the critical leadership skills needed to translate evidence base care into practice, change systems of care and measure outcomes of groups of patients, populations and communities. All program graduates will meet or exceed the minimum eligibility requirements to sit for the National Certification Examination (NCE) for nurse anesthetists.

Additional information about the DNP with specialization in nurse anesthesia can be found on the [DNP-Nurse Anesthesia page](#) of the Duke University School of Nursing website and in the [Doctor of Nursing Practice \(DNP\) Program Student Handbook for 2015-2016](#).

PhD Program in Nursing

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

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

The program requires a minimum of 47 credit hours of graduate coursework (post-MSN) prior to a dissertation. Post-BSN students are also required to take a three-credit advanced practice role course. Students will work on active research projects, and it is expected that most will graduate with a record of publication. Coursework is structured with a substantial core (36 credit hours) of nursing science and research methods to be taken in the School of Nursing. This core will be expanded with elected statistics, research methods, and minor area courses (9 credit hours) to be taken mainly outside of nursing in other Duke University departments. Additional requirements include a one-credit research practicum and a one-credit teaching practicum.

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

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

PhD Program in Nursing Outcomes

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

- 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);
- 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;
- evaluate and synthesize research conducted in nursing and related disciplines;
- demonstrate scientific integrity in designing and conducting nursing research using appropriate methods and analysis techniques, especially longitudinal methods;
- conduct interdisciplinary research addressing trajectories of chronic illness, care systems, and the intersection between these, using culturally competent approaches; and
- 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 CCNE or NLNAC is required for admission to the PhD Program in Nursing.

For more information about the PhD Program in Nursing and curriculum details, consult the [PhD Program section](#) of the Duke University School of Nursing website and the [PhD Program in Nursing Graduate Student Handbook for 2015-2016](#). Prospective students can also contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797.

Postdoctoral Fellowship Program: Descriptions

Trajectories of Chronic Illness and Care Systems

The Duke University School of Nursing's [postdoctoral fellowship program](#) supports postdoctoral associates in developing rigorous theoretical and methodological approaches for studying the separate and combined trajectories of chronic illnesses and care systems.

Each fellow in the DUSON postdoctoral fellowship program will work with a faculty mentor who shares a research interest and is able to supervise the fellow's research.

In addition to supervised research, postdoctoral training involves auditing advanced coursework in the School and active participation in a Duke interdisciplinary center related to the fellow's research area.

The program aims are to:

- expand the cadre of nurse scientists with the advanced training necessary to build the science of trajectories of chronic illness and care systems;
- expand infrastructure within the School; and
- extend interdisciplinary linkages outside the School to support postdoctoral training on trajectories of chronic illness and care systems.

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

- acute and long-term care systems
- adaptive leadership
- decision making
- disease prevention
- family caregiving
- informatics
- palliative and end-of-life care
- perioperative care
- symptom management
- specialty populations:
 - premature and high risk infants
 - children with acute and chronic illnesses
 - adults with HIV, hepatitis C, diabetes, sickle cell disease, cancer, or cardiovascular disease
 - older adults

A focus on health disparities or minority populations is desirable.

For application materials and information about possible mentors, potential postdoctoral associates should visit the [postdoctoral fellowship program page](#) on the Duke University School of Nursing website.

Certificates: Descriptions

Post-Graduate Certificate in Nursing (PGC)

Applicants are no longer being accepted for the post-master's certificate (PMC), which is being phased out and replaced by the post-graduate certificate, which was introduced in Fall 2014. The School of Nursing offers the post-graduate certificate (PGC) option to students who already have a master's degree from a CCNE- or NLNAC-accredited school of nursing, and who wish to gain specialized knowledge within any of the majors offered by the School of Nursing.

The coursework and number of credit hours required to complete the certificate will be determined on an individual basis following an individualized analysis of the student's prior academic preparation in the context of the chosen major or specialty. Completion of the post-graduate certificate will be documented on the student's academic transcript. Depending upon the major, students who have earned the post-graduate certificate may meet the qualifications to apply for certification for advanced specialty practice. For example, students who complete the post-graduate certificate in APRN majors will be eligible to sit for the appropriate certification examinations.

Additional information about the PGC option can be accessed via the post-graduate certificate in nursing section of the School of Nursing website.

Specialty Certificates

Cardiology Specialty Certificate

The Duke University School of Nursing offers a cardiology specialty certificate which gives students the opportunity to become expert clinicians in the care of individuals with cardiovascular disease. Nurse practitioners with an MSN degree or higher from a regionally accredited institution and nurse practitioner students from other regionally accredited colleges or universities can enroll as nondegree students and earn a certificate from Duke University School of Nursing for completion of the curriculum. Eight credit hours are required to complete the certificate curriculum. For details, visit the [cardiology specialty webpage](#) on the Duke University School of Nursing website.

HIV/AIDS Specialty Certificate

The Duke University School of Nursing offers an HIV/AIDS specialty certificate for licensed health care providers with a master's or higher degree (e.g., MSN-prepared nurse practitioners, physician assistants, MDs). These health care providers can enroll as nondegree students and earn a certificate from Duke University School of Nursing

for completion of the curriculum. Twelve credit hours are required to complete the certificate curriculum. For details, visit the [HIV/AIDS specialty webpage](#) on the Duke University School of Nursing website.

Oncology Specialty Certificate

The Duke University School of Nursing oncology specialty certificate gives students the opportunity to become expert clinicians in the care of individuals with cancer. Nurse practitioners with an MSN degree or higher from a regionally accredited institution and nurse practitioner students from other regionally accredited colleges or universities can enroll as nondegree students and earn a certificate from Duke University School of Nursing for completion of the curriculum. Nine credit hours are required to complete the certificate curriculum. For details, visit the [oncology specialty webpage](#) on the Duke University School of Nursing website.

Orthopedics Specialty Certificate

The Duke University School of Nursing orthopedic specialty certificate prepares advanced practice nurses to diagnose and manage musculoskeletal problems. Nurse practitioners with an MSN or higher degree and nurse practitioner students from Duke or other schools who have taken physical assessment, pathophysiology, and pharmacology may also enroll in the program as nondegree students and earn a certificate of completion. Eight credit hours are required to complete the certificate curriculum. For details, visit the [orthopedics specialty webpage](#) on the Duke University School of Nursing website.

Health Informatics Graduate Certificate

The health informatics graduate certificate at the Duke University School of Nursing is designed to respond to the growing need for trained health informaticians. This program recognizes the importance of leveraging electronic health care data to improve human health and incorporates interdisciplinary informatics education into the curriculum. The distance-based curriculum provides opportunities for students who already have a bachelor's or graduate degree to gain specialized knowledge within health informatics at the School of Nursing. Eighteen credits are required to complete the certificate curriculum.

The program is open to health care professionals who possess a bachelor's degree or higher from a regionally accredited institution, and who have at least one year of health-related work experience in clinical sciences, engineering, computer science, health administration, public policy, life sciences, or other health care fields. Additional information about the program can be accessed at the [health informatics graduate certificate](#) section of the School of Nursing website.

Population Care Coordinator Certificate Program

The Duke University School of Nursing is a 14-week certificate program developed to prepare nurses in the competencies crucial to the role of population care coordinator (PCC) in primary care practices that participate in patient-centered medical home programs, or in a secondary or tertiary health care setting. The curriculum and resources of this program can be used by health care organizations of all sizes, including individual medical practices interested in creating and utilizing population care coordinators. The program is also available for individual nurses seeking to expand their knowledge and skills.

This collaborative training program is delivered in an online format, supplemented with one intensive face-to-face session. A residency component serves as the capstone experience, integrating coursework with skills learned, to give students real-world understanding and experience in the role. Participants typically work while completing the certificate program, which requires about ten to twelve hours/week of coursework.

Our program prepares nurses in crucial competencies for success in the field. Duke University School of Nursing tailors the population care coordinator certificate curriculum to include instructional elements unique to each partner organization. The School of Nursing monitors, provides feedback, and evaluates each student's progress throughout the duration of training, including the mentorship experiences.

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

- population care coordination,
- care team leadership,
- continuous quality improvement,

- population health management,
- health coaching and education,
- approaches to behavior change,
- skill building for patient self management,
- monitoring and tracking patient care goals and issues,
- integrating community resources, and
- clinical registries, evidence-based alerts, and reminders.

Qualified nurse participants who complete the program earn the certificate, up to nine credit hours, and 90 contact hours for continuing education from the Duke University School of Nursing.

Additional information about the [Population Care Coordinator Certificate Program](#) is available to potential partner organizations through the program office by calling (855) 745-7227 or e-mailing pccp@duke.edu.

Specialized Programs: Descriptions

WSSU MSN to Duke PhD Program

[Nursing Bridge to the Doctorate](#) is a collaborative partnership between Winston-Salem State University (WSSU) Division of Nursing and Duke University School of Nursing (DUSON) that provides minority nurse scholars enrolled in WSSU's Master of Science in Nursing program with an array of educational and socialization experiences to foster seamless transition into a PhD program at Duke University.

The purpose of the WSSU-Duke Nursing Bridge to the Doctorate is to increase the number of underrepresented minority PhD students and nurse scientists. Increasing diversity among PhD students and nurse scientists is critical to the future of biomedical and behavioral research in the US, particularly as the percentage of the population comprised of underrepresented minority groups increases. The WSSU-Duke partnership will create a pipeline that primes underrepresented minorities for transition into PhD programs in nursing and other related scientific disciplines.

For additional information about this program, visit the [Nursing Bridge to the Doctorate website](#).

The Health Equity Academy

The Duke University School of Nursing Academy for Academic and Social Enrichment and Leadership Development for Health Equity (Health Equity Academy or HEA) is a competitive academic and professional socialization program for students interested in a career in nursing who aspire to leadership in the profession and advanced levels of graduate education. The HEA, funded by Health Resources and Services Administration Nursing Workforce Diversity grant D19HP25902, focuses on social determinants of health (SDH), health access, health disparities, diversity, and health equity in the preparation of HEA Scholars destined to become the next generation of minority nurse leaders. High achieving/high potential minority students from economically disadvantaged backgrounds with a bachelor's degree from an accredited college in any major are encouraged to apply.

HEA Scholars participate in the Pre-entry Immersion in Nursing (PIN) Program, an intensive six-week summer immersion experience at the Duke University School of Nursing which is designed to cultivate enhanced understanding of the social determinants of health and prepare the Scholars for entry into the School's Accelerated Bachelor of Nursing (ABSN) Program. Scholars receive a stipend to live on campus and work with Duke faculty, advisors, and mentors while exploring health access, health disparities, and health equity. After completing the PIN summer experience, HEA Scholars matriculate into the Duke ABSN degree program. As Scholars progress through the 16-month program, the HEA Pathways to Success in Nursing (PSN) Program provides a variety of academic and social supports, development activities, and faculty mentorship, as well as scholarship and need-based stipend support.

For additional information about the Health Equity Academy, visit the [Health Equity Academy](#) section of the Duke University School of Nursing website or email healthequityacademy@duke.edu.



Admission Requirements

Admission Requirements for Academic Degree Programs

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

The Duke University School of Nursing participates in a comprehensive, holistic review including quantitative and qualitative criteria. Students admitted to the program are expected to be self-directed and committed to a rigorous academic and clinical experience, and must possess the physical and mental skills and abilities necessary to complete the ABSN curriculum. The minimum admission requirements are as follows:

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

Required Application Materials

- Completion of the online application for admission to the Accelerated Bachelor of Science in Nursing Program.
- Official educational transcripts from all institutions attended. International transcripts should be accompanied by a course-by-course evaluation from a National Association of Credential Evaluation Services (NACES)-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character, from persons not related to the applicant.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

Prerequisites

The ABSN Program requires all admitted students to have completed the courses and required units listed below prior to the start of classes. An earned minimum grade of C or higher in each nursing prerequisite course is required (exceptions are the anatomy, physiology, and microbiology courses, in which a grade of B- or higher is required). The prerequisite courses may be taken at any accredited college, university, or community college. The

prerequisite requirements do not have to be completed prior to submitting the application, but must be completed before enrolling in the ABSN Program.

- Anatomy & Physiology (6-8 semester credits)
- Microbiology (3-4 semester credits)
- Human Growth & Development (3 semester credits)
- Basic Statistics (3 semester credits)
- Nutrition is strongly recommended but not required.

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

All applicants to Duke's MSN Program are considered on an individual basis. Admission decisions consider a variety of factors in the applicant's complete profile, including previous academic work, nursing experience, professional references, and a personal interview. The minimum requirements needed for application review and the required documents are listed below:

- A bachelor of science in nursing (BSN) degree with an upper division nursing major from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing (NLNAC), or an associate degree in nursing or a diploma in nursing with a BS/BA from a regionally accredited program in another field of study.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale for the courses required for the undergraduate nursing degree(s).
- Bachelor's or post-bachelor's coursework must include satisfactory completion of a course in descriptive and inferential statistics (basic biostatistics).
- Satisfactory performance on the Graduate Record Examination (GRE) within five years. The GRE will be waived for applicants with an undergraduate grade point average of 3.4 or higher and/or those holding a master's or higher degree.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) website.
 - When registering for the GRE, enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
- Nursing experience (one year recommended for most programs; additional experience required for some programs)
- Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - the student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile); or
 - the student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.
- Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Required Application Materials

In order for an application to be submitted for review, the following documents must be postmarked by the admissions deadline.

- Completion of the online application for the Master of Science in Nursing Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN Program.
- Personal statement.

- Resume or curriculum vitae.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

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

Additional Admission Pathways to the MSN Degree Program

ABSN-to-MSN Early Decision Option

Each semester, participating MSN majors will offer an internal competitive admission application option for current ABSN students in at least their third semester, or any DUSON alumni who have successfully completed the ABSN Program. This option provides for an internal competitive application review, but does not guarantee admission. Applicants requesting early decision consideration must have a minimum cumulative DUSON GPA of 3.0 or higher in the ABSN Program and must submit the materials as listed on the Early Decision Application. Consult the [ABSN-MSN Early Decision Option](#) website for application deadlines and additional information about the application process.

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

RN-to-MSN Pathway

The RN-to-MSN Pathway provides an opportunity for nurses with an associate degree or diploma in nursing from a CCNE- or NLNAC-accredited program and a bachelor's degree not within the field of nursing from a regionally accredited institution to be considered for MSN admission. In all other respects, the admission requirements for the RN-to-MSN Pathway and the admission requirements for the master of science in nursing degree program are the same.

The Review and Notification Process

Once the Office of Admissions and Student Services receives all of the required information, it is forwarded for faculty review. Personal interviews are conducted as determined by the program. Select students will be contacted for a faculty interview based upon the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

Following the interview, the Master's Admissions Committee reviews the applicant's file and makes the final admission decision.

Each applicant will be notified electronically regarding the admission decision. If admission is offered, a non-refundable tuition deposit of \$1000 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges.

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

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

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

DNP Applicants with BSN Degree (BSN-to-DNP): Admission Requirements

The applicant with a BSN must declare an advanced practice major at the time of application. Obtaining a slot within an individual major may be competitive due to limited space within the major. Currently, the Post-BSN to

DNP option is not open to applicants interested in the nursing and health care leadership, informatics, or nursing education majors. Admission requirements include:

- Bachelor of science in nursing (BSN) degree with an upper division nursing major from a nationally accredited (CCNE or NLNAC) program.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- Undergraduate coursework must include satisfactory completion of a course in descriptive and inferential statistics.
- Satisfactory performance on the Graduate Record Examination (GRE), within five years. The GRE will be waived for applicants with an undergraduate GPA of 3.4 or higher.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) website.
 - When registering for the GRE, applicants must enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
- A minimum of one year of nursing experience before matriculation is recommended for most majors.
 - Applicants for the DNP with specialization in Nurse Anesthesia major must have a minimum of one year (two years preferred) of current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.
- Current licensure as a registered nurse in the state in which practice will occur. (Information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

DNP Applicants with BSN Degree (BSN-to-DNP): Required Application Materials

- Completion of the online application for the Doctor of Nursing Practice Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Resume or curriculum vitae.
- Three recommendations that attest to the student's academic ability, professional competency, and personal character.
- Personal statement.
- [E-portfolio](#) of professional practice that highlights educational, professional and community activities, as well as scholarship.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

DNP Applicants with Master's Degree (MSN-to-DNP): Admission Requirements

- Earned master's degree in nursing in an advanced practice major from a nationally accredited (CCNE or NLNAC) school of nursing, or master's degree from a regionally accredited institution in a health-related profession.
 - The following are defined as advanced practice, based on the American Association of Colleges of Nursing: nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife, nurse administrator, and nursing informatics.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- Satisfactory completion of a graduate course in inferential statistics.
- Satisfactory completion of a graduate course in research methodology.
- Current licensure as a registered nurse in the state in which practice will occur. (Information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

DNP Applicants with Master's Degree (MSN-to-DNP): Required Application Materials

- Completion of the online application for the Doctor of Nursing Practice Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Resume or curriculum vitae.
- Three recommendations that attest to the student's academic ability, professional competency, and personal character.
- Personal statement from the applicant.
- [E-portfolio](#) of professional practice that highlights educational, professional and community activities, as well as scholarship.
- Certification as an advanced practice nurse (if applicable).
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

DNP with Specialization in Nurse Anesthesia

The Duke DNP with specialization in nurse anesthesia is a 36-month on-campus program. The degree requires completion of an 83-credit hour curriculum that integrates DNP and nurse anesthesia specialty courses. The program culminates in completion of a capstone project addressing a process improvement/quality improvement/project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

Applicants for DNP with Specialization in Nurse Anesthesia: Admission Requirements

- Bachelor's degree with an upper division nursing major from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or National League for Nursing (NLNAC); or an Associate/Diploma degree in Nursing from an accredited program with a bachelor's degree in another field (RN to MSN Pathway).
- The bachelor's or post-bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale or evidence of outstanding graduate academic achievement.
- Satisfactory performance on the Graduate Record Examination (GRE) within five years.
 - No waiver for this GRE requirement is available for applicants to the DNP with specialization in nurse anesthesia.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) website.
 - When registering for the GRE, applicants must enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
 - Graduate Record Examination scores must be officially reported by the GRE to the Office of Admissions and Student Services.
- Applicants must possess the physical and mental skills necessary to successfully complete the School of Nursing curriculum. (Refer to the [2015-2016 DNP Program Student Handbook](#), Technical Standards section)
- Basic Life Support certification, Advanced Cardiac Life Support (ACLS) certification, and Pediatric Advanced Life Support (PALS) certification.
- The applicant must have a minimum of one year's (two years preferred) current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience offering interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemody-

dynamic management, and independent decision making is preferred. CCRN certification, although not required, is strongly encouraged.

- Experience areas preferred include: surgical intensive care, medical intensive care, cardiac intensive care, neuro intensive care, pediatric or neonatal intensive care.
- Other experience areas considered: ICU step-down or transition areas, post-anesthesia care unit (PACU), operating room, emergency room.
- Experience areas not considered: radiology/cath lab, flight team.
- Current licensure or eligibility for licensure as a professional nurse in North Carolina, unless the applicant is licensed in a “compact state” (Arizona, Arkansas, Delaware, Idaho, Iowa, Maine, Maryland, Mississippi, Nebraska, New Mexico, North Carolina, North Dakota, South Dakota, Tennessee, Texas, Utah, Virginia or Wisconsin) and that state is your primary state of residence (your declared fixed permanent and principal home for legal purposes). Information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Applicants for DNP with Specialization in Nurse Anesthesia: Required Application Materials

- Completion of the online application for the Doctor of Nursing Practice Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Three professional references attesting to academic ability, professional competency and professional qualifications are required. One reference must be from an immediate supervisor and include a contact phone number. References must rate professional performance as excellent or above average.
- Submission of a personal statement describing the applicant's personal career goals and interest in graduate study.
- [E-portfolio](#) of professional practice that highlights educational, professional and community activities, as well as scholarship.
- Supporting documents which must be mailed directly to Duke University School of Nursing Office of Admissions and Student Services (DUMC 3322, 307 Trent Drive, Durham, NC 27710) include:
 - Current resume or curriculum vitae.
 - Photocopy of current, unencumbered nursing (RN) license.
 - Proof of current certifications:
 - Basic Life Support, Advanced Cardiac Life Support, & Pediatric Advanced Life Support.
 - Advanced practice certifications as stated on the application (e.g., CCRN).
 - \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing and mailed to the Duke University School of Nursing Office of Admissions and Student Services, Box 102400, Durham, NC 27710.

DNP with Specialization in Nurse Anesthesia: Application Review Process

Once the application is complete, the file will be forwarded to the Nurse Anesthesia faculty for review to determine interview eligibility. Candidates will be notified of the interview decision via e-mail through the Office of Admissions and Student Services. Candidates who are selected for an interview will receive an e-mail inviting them to participate in an on-campus interview day.

After interviews are conducted, each student will receive a secondary review by the DNP-Nurse Anesthesia faculty. Once that process has concluded, admission recommendations are submitted to the DNP admission committee for final decision. Decisions at this time can be First Round admit, Second Round admission consideration, or Deny. Admissions offers will be sent to waitlisted candidates on a space available basis. Waitlist offers are typically made no later than 30 days prior to the start of the term.

The program uses e-mail as the primary means of communication with applicants; consequently, please ensure that your e-mail address is current with the Office of Admissions and Student Services. Program representatives do not always follow all e-mail communications with a letter or phone contact; therefore, please select a reliable e-mail provider.

Admission Requirements for the PhD Program

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

The overall goal of the PhD Program in Nursing is to give the highest caliber students a broad appreciation of the fundamental principles underlying the philosophy of science and the discipline of nursing, as well as the education they will need to expand the evidence base for nursing science by applying their substantive knowledge and technical skills. The PhD Program in Nursing prepares nurse scientists to conduct research in the broad area of Trajectories of Chronic Illness and Care Systems, focusing on the interface between chronically ill individuals and their care environments. It also prepares them in developing expertise in state-of-the-art longitudinal methodologies and quantitative and qualitative techniques of analysis. In addition to the requirements of The Graduate School, the School of Nursing has admission requirements specific to nursing PhD candidates.

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

Prerequisites for admission to the PhD Program include:

- A baccalaureate or master's degree in nursing from a US program accredited by the Commission on Collegiate Nursing Education (CCNE) or National League for Nursing (NLNAC); or an international program with commensurate standards.
 - Post-master's students. Students entering the PhD Program with a master's degree in nursing must show evidence of satisfactory completion of a master's level nursing research course and a graduate course in descriptive and inferential statistics.
 - Post-baccalaureate students. Applicants with a baccalaureate degree in nursing must demonstrate exceptional academic qualifications, have clear research-oriented career goals, and choose a dissertation topic congruent with the research program of a graduate faculty member in the School of Nursing. Applicants with a baccalaureate degree are expected to have completed a nursing research course and a graduate-level statistics course.
- The Graduate Record Examination (GRE) is required of all applicants to the PhD Program in Nursing. The scores submitted must be from a GRE taken within the past five years.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) website.
 - When registering for the GRE, applicants must enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
- Completion of the [online application for admission to The Graduate School of Duke University](#).
- Nursing License. Applicants must hold a valid current nursing license in a US state, preferably North Carolina. (Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/ Listing tab on the [North Carolina Board of Nursing webpage](#) or obtained by mailing a request to the North Carolina Board of Nursing (PO Box 2129, Raleigh, NC 27602) or telephoning the NC Board of Nursing at (919) 782-3211.)
 - Exceptions to holding a US state nursing license for international students should be discussed with the Director of the PhD Program in Nursing.

Required Application Materials

All applications to the PhD Program in Nursing must be submitted online directly to The Graduate School of Duke University, using The Graduate School electronic application service. Prospective students can find additional information about applying to the Graduate School in the [Application Requirements section](#) of The Graduate School website. Application information specific to the Duke University PhD Program in Nursing is also available online. Required application materials include:

- **Transcript(s).** Each applicant must upload one copy of a scanned unofficial transcript from each institution (undergraduate or graduate) attended. Consult the instructions for scanning and uploading transcripts on The Graduate School website.
 - Applicants should not provide official copies of their transcripts until they receive an offer of admission. At that time, official copies should be mailed directly from each institution to: Duke University Graduate School Enrollment Services Office, 2127 Campus Drive, Box 90065, Durham NC 27708.

- Duke University reserves the right to rescind any offer of admission if any discrepancies are found between the uploaded unofficial transcript(s) and the official transcript(s).
- The accepted applicant must also submit certification of all degrees received, including the date the degree was awarded. (This information may be included on the final transcript or on the diploma.)
- **Letters of recommendation.** Three letters of recommendation attesting to the applicant's academic ability and capacity for graduate work. These letters should be solicited from professionals who can address the applicant's qualifications for doctoral study. Therefore, at least two of the letters should be from persons with doctoral education.
 - The Graduate School requires applicants to submit letters of recommendation electronically via the online application.
- **Personal Statement.** Applicants to the PhD Program in Nursing are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. The personal statement must be submitted to The Graduate School as part of the online application. Instructions for writing the personal statement can be accessed on the [PhD Admission Requirements page](#) of the School of Nursing website.
- **Curriculum vitae (CV) or Resume.** Applicants to the PhD Program must submit their CV or resume directly to the PhD Program in Nursing at revonda.huppert@duke.edu. (The Graduate School does not require a copy of the CV or resume.)
- **Application Fee.** A nonrefundable \$80 application fee must accompany the application. This fee must be submitted electronically to the Graduate School Enrollment Services Office. No application is processed without the application fee.

After application information is received by The Graduate School of Duke University, the PhD Program coordinator will contact the applicant to make arrangements for the applicant to have an interview with the admissions committee and other faculty during Prospective Student Visitation Days (which are normally held in February). All international applicants will be interviewed by phone or Skype. Following this interview, the Admissions Committee will review the student's application to determine if they wish to nominate the application for admission. The Admissions Committee nominations are sent to Duke University Graduate School Admissions Office for final review and decision by the associate dean in The Graduate School.

International Student Requirements

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

Requirements for International Applicants

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

Financial Support

Evidence of adequate financial support for the duration of the program must be provided by applicants to the ABSN Program, MSN Program, and DNP Program. See the visa eligibility section below for more information. (The PhD Program does not require proof of adequate financial support, because its students are currently fully supported for a minimum of five consecutive years, beginning with their year of matriculation. See the [PhD Program in Nursing Graduate Student Handbook for 2015-2016](#) for further information about financial support for PhD students.)

Proof of English Proficiency

Any applicant who does not currently hold a United States permanent resident card (green card) or who has never studied at a US institution must submit scores from:

- [Test of English as a Foreign Language \(TOEFL\)](#), administered through the Educational Testing Service (specify institution code 5156 to ensure that TOEFL scores are reported to Duke), or
- International English Language Testing System (IELTS) administered by Cambridge ESOL/British Council/IELTS Australia.

The applicant's score must not be more than two years old, and an official copy must be sent to Duke University directly from the testing agency. Personal copies and attested or notarized documents are not acceptable. It is the policy of the Duke University School of Nursing to consider students with a minimum score 100 on the TOEFL internet-based test (with minimum subscores of 22 in Reading, 22 in Listening, 26 in Spelling and 24 in Writing); or a minimum IELTS score of 7.0. Applicants to the PhD Program must meet the [Duke University Graduate School English language proficiency requirements](#).

The English proficiency requirement may be waived if at the time of application the applicant has studied full-time for two or more years at a college or university in a country whose primary language is English, and the sole language of instruction of the college or university is English.

Visa Eligibility

In order to study in the United States, international students must obtain the appropriate visa. Students attending Duke University will receive one of the following types of visas:

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

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

Before Duke can issue the I-20 or the DS-2019, US immigration law requires that the university must have documented evidence that a student has adequate financial resources to cover the expenses of studying here for at least one year. (Additional funds must be verified if a student plans to bring a spouse or children.)

Once a student is enrolled in the ABSN, MSN, or DNP Programs, the visa approval process is initiated by the Duke University School of Nursing Admissions Officer. International students accepted to the PhD Program must follow the [visa application and approval procedures of the Duke University Graduate School](#).

- If a student is being awarded any financial assistance from Duke, this information is utilized in the visa approval process. Please note, however, that financial assistance from Duke, if offered, may or may not cover the minimum amount required for a visa eligibility form to be issued. Each student must assume responsibility for the amount needed beyond what Duke may award.
- The appropriate visa is issued only after a student has been offered admission, has returned the online enrollment form, and has provided verification of the necessary funds.
- If an international student is currently attending a US institution and is planning to transfer to Duke University School of Nursing, the current school must transfer the student's visa record to the Duke Visa Services website. It is the student's responsibility to submit the request to his/her current school.

Consult the [Duke Visa Services website](#) for additional information about visa eligibility and applications. This website also provides updates in the event of changes in US immigration law.

Course load requirements for students with F-1 visa

- In the ABSN Program, MSN Program, and DNP Program, on-campus international students with an F-1 visa must maintain a full-time course load each semester. A full-time course load is at least nine credits per semester for the fall and spring semesters, and at least six credits per semester for the summer semester.
- Duke University School of Nursing provides on-campus, distance-based, and online courses of study. International students with an F-1 visa are not allowed to take more than three credits online during any semester.
- International students in the DNP Program are required to obtain an F-1 visa in order to attend the executive on-campus sessions required by the program.
- International students in the PhD Program must maintain a full course load for four semesters as specified by the Duke University Graduate School.

Additional Requirements for International Applicants to MSN, DNP, and PhD Degree Programs and Graduate-level Certificate Programs)

- Passing score on the [Commission on Graduates of Foreign Nursing Schools \(CGFNS\) Qualifying Exam](#).
- 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 US 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 International website](#) or requested from CGFNS, 3624 Market Street, Philadelphia, PA 19014; (215) 349-8767). The registration deadlines for these exams are approximately four months prior to their administration. Early application is therefore essential.
- Licensure or eligibility to be licensed as a registered nurse. International students are encouraged to thoroughly review the program licensing requirements prior to applying to ensure that all criteria can be met.

Admission Requirements for Certificate Programs

Admission Requirements for the Post-Graduate Certificate (PGC)

The Duke University School of Nursing introduced the post-graduate certificate as a replacement for the post-mater's certificate in the Fall 2014 semester. All students admitted to the post-graduate certificate program must possess the physical and mental skills and abilities necessary to complete the post-graduate certificate curriculum. Personal interviews are conducted as determined by the program. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession. Requirements for admission as a post-graduate certificate student at the Duke University School of Nursing are:

- A graduate degree from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or National League for Nursing (NLNAC); or a graduate degree in another discipline acceptable to the faculty of the student's proposed major.
- Bachelor's or post-baccalaureate coursework 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.
- Nursing experience requirements may vary by major. It is recommended that applicants have a minimum of one year of nursing experience before matriculation.
- Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless
 - The student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile); or
 - The student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.
- Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided below in the Licenses and Certifications section of this chapter.
- Additional certifications are required for admission as a post-graduate certificate student in certain majors, such as neonatal nurse practitioner and acute care pediatric nurse practitioner. Consult the Licenses and Certifications section of this chapter for details.

Required Application Materials

- Completion of the online application for the post-graduate certificate.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Two recommendations attesting to the applicant's academic ability, professional competency, and personal character.
- Personal statement.
- Resume or curriculum vitae.

- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

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

Admission Requirements for Specialty Certificates

Admission Requirements for Cardiology, Oncology, and Orthopedics Specialty Certificates

Advanced practice nurses who are not enrolled in the MSN or DNP Programs and nurse practitioner students from other colleges or universities may apply for enrollment in the cardiology, oncology, or orthopedics specialty certificate program as nondegree students. Applicants must be nurse practitioners with an MSN or higher nursing degree from a regionally accredited institution, and must complete the application materials required for the [nondegree enrollment option](#) (see below).

Applicants must submit the nondegree student application at least one week prior to the start of each semester. Enrollment decisions will be made by course instructors on a space-available basis.

Admission Requirements for HIV/AIDS Specialty Certificate

Licensed health care providers with a master's or higher degree from a regionally accredited institution (e.g., MSN-prepared nurse practitioners, physician assistants, MDs) may apply for enrollment in the HIV/AIDS specialty certificate program as nondegree students. Applicants must complete the application materials required for the nondegree enrollment option (see below).

Admission Requirements for the Graduate Certificate in Health Informatics

[The health informatics graduate certificate program](#) of the Duke University School of Nursing is available to those with at least one year of health-related work experience who have a bachelor's or graduate degree. Students admitted to the program must possess the physical and mental skills and abilities necessary to complete the curriculum. Personal interviews are conducted as determined by the program. Other arrangements will be made when distance is a factor. Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

The minimum admission requirements for admission to the program are:

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

Required Application Materials

- Completion of the online application for the health informatics graduate certificate program.
- Official transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a NACES-approved credential evaluation agency such as [World Education Services \(WES\)](#).
- Resume or curriculum vitae.
- Two recommendations that attest to the applicant's academic ability, professional competency, and personal qualifications.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit card online or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

Nondegree Enrollment Option

The Duke University School of Nursing's [nondegree enrollment option](#) provides an opportunity for students already holding a bachelor's degree to enroll as nondegree-seeking students in graduate courses in certain majors without being formally admitted to the School of Nursing. Duke University School of Nursing maintains official transcripts for all students using the nondegree enrollment option, documenting attendance and earned grade(s) in the course(s). A bachelor's degree earned from a regionally accredited institution is required for nondegree student consideration.

Nondegree students must satisfy the appropriate prerequisites for each course before enrolling.

Required Application Materials

- Completion of the [online application for nondegree consideration](#).
- Official transcripts from all post-secondary educational institutions attended.
- Resume or curriculum vitae.
- Clinical courses require:
 - 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 \(NLC\)](#). All students from states participating in the NLC must provide proof of licensure to the Office of Admissions and Student Services. (Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided in the Licensures and Certifications section of this chapter.
- \$50 nonrefundable application fee (personal check or money order) payable to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710.

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

Admission as a nondegree student in the School of Nursing does not imply or guarantee admission to a degree program. If a nondegree student is later admitted to the Master of Science in Nursing Program, a maximum of seven credit hours earned as a nondegree student will be accepted toward the MSN degree.

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

Admission requirements for the population care coordinator certificate program (PCCP) are comparable to those required for admission to the School of Nursing as a nondegree student. A bachelor's degree from a regionally accredited institution is required. Please refer to the [Population Care Coordinator Certificate Program](#) webpage for additional information.

Admission Requirements for Specialized Programs

Admission Requirements for the WSSU-Duke Nursing Bridge to the Doctorate:

The Bridge to the Doctorate program, a collaborative partnership between Winston-Salem State University (WSSU) Division of Nursing and Duke University School of Nursing provides opportunities to MSN nursing students at WSSU to seamlessly transition into PhD programs at Duke University.

To be eligible for this program, applicants must meet the following criteria:

- Be a member of a racial/ethnic group that is underrepresented in biomedical research:
 - American Indian or Alaska Native,
 - Black or African American,
 - Hispanic or Latino,
 - Native Hawaiian or Other Pacific Islander.
- Have a Bachelor of Science degree in Nursing (BSN) from an accredited CCNE or NLNAC-accredited program.
- Undergraduate grade point average (GPA) of 3.3 (based on a 4.0 scale) and a grade of B or higher in all nursing coursework.
- Complete the Graduate Record Examination (GRE) General Test within the last five years prior to application. If the GRE was taken after August 2011, a total score of 300 or more on the combined verbal and quantitative sections is required. If the GRE was taken prior to August 2011, a total score of 1000 or more on the combined verbal and quantitative sections is required.
- Provide evidence of unrestricted licensure as a registered nurse in North Carolina or Compact state.
- One year of professional nursing experience is preferred.

Application Process

Applying to the WSSU-Duke Nursing Bridge to the Doctorate program is a four-step process:

1. Apply as a graduate student to the WSSU Graduate Admissions Office (submit to the Admissions Office or apply online).
2. Submit a completed MSN application and all supporting materials to the WSSU Division of Nursing
3. Submit a completed Bridge to the Doctorate application and all supporting materials to the MS. Carol E. Wilson, Administrative Coordinator for the program, at 208 FL Atkins Building, Winston-Salem State University, Winston-Salem, NC (email: wilsonce@wssu.edu).
4. Applications are forwarded to faculty for review, and selected students are then contacted to schedule a personal interview. Following the interview, applicants are notified of final admission decisions.

Required Application Materials

Please refer to the [WSSU-Duke Bridge to the Doctorate Admissions](#) webpage for specific instructions concerning the required application materials that must be submitted at each step of the application process. For more information about applying for the Bridge to the Doctorate and support throughout the application process, please contact:

Ms. Carol E. Wilson, Administrative Support (email: wilsonce@wssu.edu; telephone: 336-750-8039)

Admission Requirements for the Health Equity Academy

The Academy for Academic and Social Enrichment and Leadership Development for Health Equity ([Health Equity Academy](#) or HEA) is a competitive academic and professional socialization program for students interested in a career in nursing who aspire to leadership in the profession and advanced levels of graduate education. The Health Equity Academy focuses on Social Determinants of Health (SDH), health access, health disparities, diversity and health equity in the preparation of HEA Scholars destined to become the next generation of minority nurse leaders.

High achieving/high potential minority students from economically disadvantaged backgrounds with a bachelor's degree from an accredited college in any major are encouraged to apply. To be eligible for the Health Equity Academy, applicants must meet the following criteria:

- Be a member of one of the following groups underrepresented in nursing:
 - American Indian,
 - African American,
 - Hawaiian/Asian Pacific Islander,
 - Hispanic/Latino.
- Have a bachelor's degree from an accredited college in any major.
- Be a US citizen or hold a permanent resident visa.
- Have a minimum overall GPA of 3.0 or higher (on a 4.0 scale).
- Have completed the required pre-requisites for entry into the DUSON ABSN Program prior to the summer pre-entry program (June 4 – July 15, 2016).
- Graduate Record Exam (GRE) taken within the past five years. The [Graduate Record Exam \(GRE\)](#) is required for all applicants who have an undergraduate GPA below 3.0. The GRE is waived if the applicant has an undergraduate GPA of 3.0 or higher or holds an earned master's or higher level degree from a regionally accredited institution.

Required Application Materials

Prospective Health Equity Academy Scholars should complete the [Duke ABSN application online](#). In the application, students should select 'yes' to indicate their interest in the Health Equity Academy. Additional information, including a supplemental application, will then be emailed to HEA applicants as it becomes available.

- Official educational transcripts from all institutions attended.
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character, from persons not related to the applicant.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).
- Official GRE scores (if applicable).

Please refer to the [Health Equity Academy section](#) of the Duke University School of Nursing website for additional information.

Application Dates

Academic Degree Programs

The Duke University School of Nursing [admissions website](#) provides information about the terms in which students are considered for admission and priority application deadlines for the ABSN Program, MSN Program, and DNP Program.

ABSN Program Application Priority Deadlines:

- December 1 for Fall Term
- June 1 for Spring Term

MSN Program Application Priority Deadlines:

- December 1 for Fall Term
- May 1 for Spring Term

DNP Program (BSN to DNP) Application Priority Deadlines:

- December 1 for Fall Term
- May 1 for Spring Term

DNP Program (MSN to DNP) Application Priority Deadlines:

- February 1 for Fall Term
- May 1 for Spring Term

DNP with specialization in nurse anesthesia Application Priority Deadlines:

- October 15 for Fall Term Early Decision Option (this program accepts only one cohort of students per year for enrollment in the Fall Term)
- December 1 for Fall Term (this program accepts only one cohort of students per year for enrollment in the Fall Term)

PhD Program in Nursing:

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

Certificate Programs

Graduate-Level Certificate Programs

For post-graduate certificates (PGC), specialty certificates (cardiology, HIV/AIDS, oncology, and orthopedics), and the graduate certificate in health informatics, the Application Priority Deadlines are:

- February 1 for Fall Term
- May 1 for Spring Term

Prospective applicants for enrollment in these graduate-level certificate programs and nondegree option students should consult the Office of Admissions application dates and deadlines webpage for information about the priority application deadlines and the terms in which certificate students are considered for admission.

Population Care Coordinator Certificate Program

Application dates for enrollment in the population care coordinator certificate program are published on the PCCP website. Courses typically begin each January, May, and August.

Specialized Programs

WSSU-Duke Nursing Bridge to the Doctorate

Application for this program is a multi-step process with specific deadlines for each step. Prospective students should consult the [Nursing Bridge to the Doctorate Admissions webpage](#) for details.

Health Equity Academy

Application deadline for the 2016 cohort of Health Equity Academy Scholars is December 1, 2015. Prospective students should consult the [Health Equity Academy webpage](#) for details.



Academic Policies and Procedures

Overview

The students, faculty, administration, and staff of the Duke University School of Nursing are part of the academic community of Duke University and as such are subject to the policies, rules and regulations of the University as a whole. Additionally, the School and its respective programs may, as deemed necessary, develop its own policies and procedures to augment those of the University

Pre-Enrollment Requirements for Academic Programs

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

Tuition Deposits

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

Health and Immunization Record

All matriculating students must show documentation of the immunizations required by the State of North Carolina. The only exceptions are for students who are enrolled for 4 credit hours or less (and in only nonclinical courses), or students enrolled only in online/distance-based programs who will take 4 credit hours or less on campus.

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

Certification of Health Requirements (ABSN)

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

Confidentiality Agreement

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

Program Clearance Requirements

The offer of admission is contingent on an acceptable criminal background check, drug screening, and a fingerprinting test, as well as successful completion of all prerequisites for the ABSN Program. Specific requirements vary by program of enrollment. Each student is considered on an individual basis. There are no criminal convictions or impairments that are an absolute bar to application or admission. However, admission to a program does not guarantee progression. Further, completion of an educational program does not guarantee eligibility for registered nurse licensure or specialty certification.

Additionally, should any of the program clearance requirements come back with an incident reported, further action will be required by the student. The Office of Admissions and Student Services will contact all individuals with an incident reported on their report and request additional documentation and information. Once the information is submitted, it is forwarded to the program director for additional review and approval. All expenses incurred throughout the program clearance requirement are at the student's expense.

Safety Training

Students enrolled in the MSN Program, the DNP Program, the post-graduate certificate (PCG), the cardiology, HIV/AIDS, oncology, and orthopedics specialty certificates, and the health informatics graduate certificate are required to complete OESO health and safety training modules. The number of modules that a student is required to complete depends on the program of enrollment. It is the student's responsibility to maintain a current training status. All modules will be required to be renewed on an annual or periodic basis.

AHA Basic Life Support

All entering ABSN and MSN students must have a current American Heart Association (AHA) Basic Life Support-Healthcare Provider card demonstrating successful completion of AHA Basic Life Support for Healthcare Providers training. This training must be valid for the duration of the student's program and a copy of a current certification must remain in the student's file at all times throughout enrollment. It is the student's responsibility to provide the Office of Admissions and Student Services with a current copy of their AHA certification.

Training Modules

Clinical Core Orientation and Post-Test. As a mandatory compliance requirement, all students enrolled in the ABSN Program are required to review the Clinical Core Orientation PowerPoint presentation and complete the Post-test with a score of 80 or greater. Review of Clinical Core and retaking the Post-test is required annually (before beginning the third semester of the ABSN program).

The Clinical Core Orientation has been developed by the Consortium for Clinical Education and Practice, a professional component of the Wake Area AHEC (Area Health Education Center). Clinical Core fulfills the majority of clinical compliance requirements for agencies in which ABSN students are placed. It is possible that students will be required to complete additional agency-specific paperwork prior to the start of a clinical. Students will be notified of any additional requirements at the time clinical placements are announced each semester.

Students enrolled in the MSN Program may be asked to complete this requirement on an individual basis depending on their clinical placement assignment. Further instruction on completion of this requirement will be given by the Office of Admissions and Student Services and the Clinical Placement Services Office.

Community Health Modules. All students enrolled in the ABSN Program are required to complete three community health modules. These will be completed at the time of pre-enrollment and confirmation of completion will be verified by the Office of Admissions and Student Services. Upon successful completion of the Community Health Modules, this requirement will be fulfilled for two years. Should a student not complete the program or need to take a leave of absence, renewal of the modules will be required upon re-entry into the program.

Licenses and Certifications

Professional Licensure

Licensure Requirement

Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation as students in the MSN Program and DNP Program and for matriculation as post-master's certificate or post-graduate certificate students, unless

- the student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile); or
- the student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.

Information about Professional Licensure in North Carolina and the Nurse Licensure Compact

Information about licensure procedures for the State of North Carolina can be accessed through the Licensure/ Listing tab on the [North Carolina Board of Nursing website](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or calling (919) 782-3211.

Up-to-date information about the Nurse Licensure Compact, including a list of all participating states, can be accessed through the [Nurse Licensure Compact section](#) of the National Council of State Boards of Nursing website.

Verification of Licensure

Procedures for verification of licensure in the state where a student is licensed are as follows:

- All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
- All students from states participating in the Nurse Licensure Compact must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
- All distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
- Any student who begins core courses while awaiting licensure must verify licensure upon request and prior to beginning core courses in the major. If an enrolled student fails to obtain licensure after taking the NCLEX, the student may choose to take a leave of absence for up to one year and return upon obtaining licensure, or be administratively withdrawn.

Additional Certification Requirements (MSN Majors)

Additional certification is required for admission to the Duke University School of Nursing MSN Program in certain majors.

- Candidates for admission to the MSN Program in the neonatal nurse practitioner major have the same admission requirements as all other MSN applicants, with the following addition: neonatal resuscitation program (NRP) certification.
- Candidates for admission to the MSN Program in the pediatric nurse practitioner – acute care major have the same admission requirements as all other MSN applicants, with the following addition: pediatric advanced life support (PALS) certification.
- Each of these certifications must be valid for the duration of the student's program and a copy of a current certification must remain in the student's file at all times throughout enrollment. It is the student's responsibility to provide the Office of Admissions and Student Services with a current copy of their certification.

Enrollment Policies

Course Format

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

Campus Courses. Campus courses include regular class sessions on campus throughout the semester. Courses may be totally campus-based or include some online activities.

Distance-Based Courses. Distance-based courses blend mostly online instruction with some on-campus sessions typically required (from one to three per semester).

Online Courses. Online courses consist of instructor-designed, student-driven, interactive modules of instruction delivered via the Internet. Online courses may have a synchronous component (planned activities at specific times when students and/or faculty interact—for example, in an online chat or through a teleconference).

The ABSN Program, the PhD Program, and the DNP with nurse anesthesia specialization are campus-based.

Full-Time and Part-Time Status

Definition of Full-Time Status

Full-time status is defined as follows:

- Full credit load for fall and spring semesters: 9 credit hours/semester
- Full credit load for summer semester: 6 credit hours
- Full credit load for international students: 9 credit hours for fall/spring semesters and 6 credit hours for summer semester; no more than 3 credit hours per semester may be taken in online format
- Nondegree student credit load: 7 credit hours maximum for most graduate courses; up to 9 credit hours for nondegree students pursuing cardiology, oncology, or orthopedics specialty certificates. Nondegree students seeking the HIV/AIDS certificate (12 credit hours) should consult the School of Nursing for specific information.

Changes Between Full-Time and Part-Time Status

If students enrolled in the Master of Science in Nursing Program, the post-master's certificate or post-graduate certificate options, or the health informatics graduate certificate wish to change from full-time or part-time status, they must notify their academic advisor and the registrar in the Office of Admissions and Student Services by completing the [Change of Full-Time/Part-Time Status Form](#). This form, which can be obtained online or from the Office of Admissions and Student Services, must be completed and submitted to the School of Nursing registrar in order for the change in status to occur.

Student Progression with Course of Study

Confidentiality and Release of Student Records

The Duke University School of Nursing adheres to the Duke University policy of compliance with the Family Educational Rights and Privacy Act. A full explanation of the [Duke Student Records Policy](#) is available on the Office of the University Registrar website.

Academic Advisement

Every student is assigned an academic advisor at the time of matriculation. The advisor will guide the student's academic activities and course of study, in accordance with the student's clinical, professional, and research interest. The student, in collaboration with the student's academic advisor, will develop a matriculation plan that charts progression from matriculation to graduation. Some courses must be taken in a specific sequence so it is critical to recognize pre-requisites in developing the matriculation plan. When a student wishes to change or deviate from an accepted matriculation plan, it is crucial that the student promptly communicate with the academic advisor to plan and document when and how the student will return to the matriculation plan or develop a new revised matriculation plan.

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

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

Grades

Most courses in the School of Nursing must be taken for a grade. Grades will be assigned as follows:

Letter Grade	Final Course Percentage	GPA Calculation
A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
F	69 and below	0.0

Certain courses have a designation of “credit”. These courses include, but are not limited to: directed research (N574), independent study (N575), MSN synthesis courses, the DNP capstone course, and some electives. These courses are graded “Cr” or “NCr”. The designation “Cr” indicates that the student has successfully completed all the requirements for those credits registered. The designation “NCr” indicates that the student has failed the course and “NCr” is treated as an “F.”

Incomplete Course Work (“I” Grade)

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

Adding, Dropping, or Withdrawing from a Course

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

The decision to withdraw from a course after the scheduled Drop/Add period requires the student to meet with their faculty advisor and the faculty of the respective course(s). If the faculty advisor and faculty of the respective course(s) agree to the withdrawal, the student completes the Course Withdrawal Form and

- obtains the signature of the faculty advisor,
- obtains the signature of the faculty member teaching the course.

The faculty member teaching the course then forwards the signed form to the appropriate Program Director for approval. The withdrawal will be indicated on the student’s transcript as a Withdrew (W). If the withdrawal is denied, the student must complete the course and will receive the final earned grade on his/her official academic transcript.

When a withdrawal is approved, the student should be aware that the Duke University School of Nursing cannot guarantee registration in the course the next time it is offered. Consequently, the student may be delayed in completing the respective program for which he/she is matriculated. The student may be required to take a leave of absence from the respective program since required courses are not taught each semester. Students who find it necessary to interrupt their program of study should formally request in writing a leave of absence following the procedures outlined in the Student Handbook and utilizing the form available online through the Office of Admissions and Student Services. A maximum of one calendar year’s leave may be granted. Please refer to the section below on Leaves of Absence for further details.

Refunds of tuition and fees will not be made except as applicable within the established parameter of a total withdrawal from the program after the Drop/Add period. The Course Withdrawal Form may be obtained via the School of Nursing website, or in the Office of Admissions and Student Services.

Transfer of Credits

Policies on transfer of credit are program-specific. Details of the transfer process in each program are provided in the 2015-2016 Student Handbooks.

ABSN Program: For ABSN students, all 58 credit hours of the ABSN curriculum must be taken at Duke; no transfer of coursework will be accepted.

MSN Program: Students enrolled in the MSN Program may be allowed to transfer up to six credit hours of graduate work completed at other institutions, if the student earned a grade of B (3.0 on a 4-point scale) or higher. Consult the 2015-2016 MSN Student Handbook for program policy on the transfer of graduate credits earned by graduates of the Duke ABSN program who enroll in the MSN Program.

DNP Program: The DNP Program allows the transfer of up to six credit hours for graduate courses completed after the earned master's degree at other institutions (or Duke schools), provided that the student earned a grade of B (3.0 on a 4-point scale) or higher.

PhD Program: As a program of the Graduate School, the Duke PhD Program in Nursing follows the policy of the Graduate School; consult the Bulletin of the Duke University Graduate School for details.

Clinical Learning Experiences

Clinical Site Placement

Clinical learning experiences afford students the opportunity to further use the theory and skills 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 in the ABSN and MSN Programs are assigned to clinical placements based on the faculty's selection of clinical sites specific to the learning objectives of the course, site characteristics, and availability. Students need to be prepared to travel and be flexible with schedule requirements. MSN students who live outside of North Carolina may be required to attend a clinical site in North Carolina or state other than their resident state. In the DNP Program, Clinical Placement Services also assists with clinical site placement after the site selected for implementation of a student's capstone projects has been approved by her or his advisory committee.

For more detailed information about clinical site placement, consult the [2015-2016 Student Handbooks](#) of the ABSN, MSN, and DNP Programs.

Expectations/Requirements for Clinical Learning Experiences

The ABSN and MSN Programs provide detailed information about their expectations and requirements for student clinical experiences in their respective 2015-2016 Student Handbooks. In order to participate in their required clinical learning experiences, students must comply with all requirements of their program.

Attendance

Students are expected to attend and participate in all classes and precepted experiences unless excused by the course faculty prior to being absent. Program-specific information on attendance policies is available in the [2015-2016 Student Handbooks](#).

Religious Observance and Holidays

The Duke University School of Nursing has established procedures to be followed by students for notifying their instructors of an absence necessitated by the observance of a religious holiday. This policy reflects the School's commitment to being responsive to our increasing diversity and to enabling students' spiritual development.

Students desiring to miss classes/precepted experiences to observe a specified religious holiday are expected to make prior arrangements with their instructor to make up any work missed. It is strongly recommended that, as a courtesy, students notify each of their instructors at the beginning of the semester of any religious holiday(s) that will necessitate their absence from classes that semester. Consult the Student Handbooks for additional information.

Academic Warning and Academic Probation

Policies on academic warning and academic probation are specific to each academic program and are reviewed briefly below.

ABSN Program Policy on Academic Warning/Academic Probation

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

To help facilitate student success and to connect students to available resources, the ABSN Program Office, in consultation with course faculty, sends out midterm advisory letters to ABSN students. Any student who is on a Learning Improvement Plan and/or has a midterm course average below 70% will receive a letter indicating unsatisfactory performance. A student whose midterm course average is between 70.0% and 75% will receive a letter indicating marginal performance.

An ABSN student who is not meeting program, course, and/or clinical objectives may be placed on a Learning Improvement Plan to help facilitate student success. A student whose performance does not meet the objectives of the Learning Improvement Plan may be subject to administrative withdrawal from the School of Nursing. Consult the [2015-2016 ABSN Student Handbook](#) for additional information about academic warning, academic probation, and Learning Improvement Plans.

MSN Program Policy on Academic Warning/Academic Probation

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). Satisfactory academic standing is defined as both a semester GPA of 3.0 or higher, and a cumulative GPA of 3.0 or higher. All F grades are counted in the computations of the grade point average unless the student repeats the course and earns a passing grade.

Students enrolled in the MSN Program or the post-master's certificate or post-graduate certificate options whose cumulative GPA falls below 3.0 may receive a letter of academic warning or be placed on academic probation. Students whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and are encouraged to meet with their academic advisor. 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. Consult the [2015-2016 MSN Student Handbook](#) for additional information about academic warning and academic probation.

DNP Program Policy on Academic Warning/Academic Probation

Students are encouraged to reflect critically on their academic performance each semester and to maintain a satisfactory grade point average (GPA). 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. Students whose cumulative GPA falls below 2.7, or who have a "C" in a DNP course, will be placed on academic probation and must meet with their academic advisor to develop a personal plan for improvement. Consult the [2015-2016 DNP Student Handbook](#) for additional information about academic warning and academic probation.

PhD Program in Nursing Policy on Academic Warning/Academic Probation

The PhD Program in Nursing is a program of the Graduate School of Duke University. To be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average (GPA). Students falling below this average jeopardize not only their financial support, but their continuation in the graduate program, and Graduate School policy specifies that they are to be placed on academic probation. Additional information about Graduate School policy on academic probation and is available in the [2015-2016 Bulletin of the Graduate School of Duke University](#).

Grades alone do not determine a student's academic standing in the PhD Program in Nursing. Research progress and the potential to accomplish PhD level research successfully and to present research results cogently will also be taken into account in assessing the academic standing of a student. Beginning with their second year of study, all students in the PhD Program in Nursing are required to file an annual progress report to the PhD Program Director. The PhD Program Committee reviews the progress of all PhD students annually in March/April. The [2015-2016 PhD Program in Nursing Graduate Student Handbook](#) provides detailed information about program requirements including coursework, training in the responsible conduct of research, required research and teaching practica, the scholarly portfolio, benchmarks of student progression, annual progress reports, the preliminary (admission to candidacy) examination, the dissertation proposal defense, and the final oral examination of the dissertation.

Separation from the School of Nursing

A student may discontinue his/her studies at the Duke University School of Nursing through a formal Leave of Absence or by withdrawal from the School as defined below. For students in the PhD Program, student-initiated requests for Leave of Absence or withdrawal must be submitted to the PhD Program Director and the Associate Dean of the Graduate School of Duke University, as specified by Graduate School policy on [Withdrawals and Leaves of Absence](#).

Leave of Absence

All students enrolled in the School of Nursing must register for fall, spring and summer semesters until all degree requirements are completed, unless registration is waived via an approved leave of absence. Leaves of absence can be either student-initiated or administratively initiated.

Students who find it necessary to interrupt their program of study because of medical necessity or other emergency reasons must make the request in writing to their Program Director using the appropriate form. The request must be made prior to the beginning of the semester in which the leave is intended. The leave of absence may be granted for up to one year and can only be granted to students who are in good academic standing. Students who do not return or notify the School of their intent to return after a one-year approved Leave of Absence are automatically withdrawn from the School.

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. A student (whether male or female) may have up to (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 educational record. Should additional time beyond six weeks be needed, the student may convert to a medical or personal leave, depending on the circumstances, as outlined in the policies described above.

Returning from a Leave of Absence

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

Return from a leave of absence for medical or psychological reasons requires written notification from a physician/health care provider/therapist to the Program Director stating that the student is cleared to resume the course of study including participation in clinical activities. This notification must be made at least ninety days prior to the beginning of the semester in which the student plans to return.

Withdrawal from the School of Nursing

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

Student Request for Voluntary Withdrawal

If a student for any reason wishes to withdraw from the School, written notification must be made to the Office of Admissions and Student Services before the expected date of withdrawal and no later than the last day of classes for that semester. Student forms requesting withdrawal from the School are available online through the School of Nursing website or from the Office of Admissions and Student Services.

Information regarding refunds of tuition and fees may be found in the section on Tuition and Fees in the School of Nursing Bulletin. Students who have been granted a withdrawal from the School and wish to return must apply for re-admission according to regular admission policies.

Involuntary Withdrawal from the School of Nursing

Involuntary withdrawal (dismissal) from the School of Nursing can occur due to reasons of personal misconduct, professional misconduct, and/or poor academic performance. Prior to any dismissal, the School of Nursing will follow due process procedures to investigate the issue and determine the course of action. The details regarding jurisdiction of dismissal and due process are covered as an appendix to this document.

Administrative Withdrawal for Reasons of Conduct

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 voluntarily request a leave of absence, may be subject to involuntary administrative withdrawal from the School of Nursing if their behavior renders them unable to effectively function in the University community. Such behavior includes, but is not limited to, that which:

- Poses a significant threat of danger and/or harm to self and/or other members of the University community; and/or
- Interferes with the lawful activities or basic rights of other students, University employees, or visitors; and/or
- Poses a threat or suspicion of threat to patient safety.

The School of Nursing will also address all reports of impaired or possibly impaired performance of student practitioners in order to assure the safety of patients, coworkers, and other students. Health difficulties impairing performance can result from physical and/or mental/behavioral problems, including but not limited to issues such as illegal drug use, misuse of legal drugs, or alcohol abuse. Investigations, assessments and evaluations shall be confidential under the Family Educational Rights and Privacy Act (also known as FERPA or the Buckley Amendment) except as limited by regulation, ethical obligation, and/or threat to patient safety.

Additional behaviors warranting potential involuntary administrative withdrawal include, but are not limited to unethical behaviors, personal misconduct, or professional misconduct such as violating the Duke Community Standard, the School of Nursing's Personal Integrity Policy, professional standards of care, the Code of Ethics for Nurses, and regulations governing nursing practice through the individual state/district Nurse Practice Acts.

Administrative Withdrawal for Academic Performance

Policies on academic warning and academic probation are specific to each academic program.

ABSN Program: ABSN students who have a cumulative GPA less than 2.0 at any time after completing 30 credits will be administratively withdrawn from the program. Two "F" grades in nursing courses (courses with a Nursing prefix) will result in administrative withdrawal from the program at the end of the semester in which the second "F" grade(s) is received. If a student earns a grade of "F" and is eligible to repeat the course (first "F" in a Nursing course), the student must take and repeat the course before he/she can progress in the program. Students should be aware that courses are not taught every semester and earning an "F" grade will delay graduation. Consult the [2015-2016 ABSN Student Handbook](#) for additional information about administrative withdrawal from the program.

MSN Program: Students whose cumulative GPA falls below 2.5 will be administratively withdrawn from the School of Nursing. Students who receive an F in any graduate course required for their major must retake and pass that course. If the course is a prerequisite for another course, it must be retaken and passed before the student enrolls in the subsequent course. A student who receives a second F in any graduate course will be administratively withdrawn (dismissed) from the School of Nursing, effective at the end of the semester in which the second F was received. Consult the [2015-2016 MSN Student Handbook](#) for additional information about administrative withdrawal from the program.

DNP Program: Students who have completed at least three (3) courses and have a cumulative GPA less than 2.5, two "C" grades or an "F" or "NCr" in any DNP course will be withdrawn from the School of Nursing. Consult the [2015-2016 DNP Student Handbook](#) for additional information about academic withdrawal.

PhD Program: The grade of F (failing) in a course normally occasions withdrawal from the degree program. The [2015-2016 Bulletin of the Graduate School of Duke University](#) provides additional information about Graduate School policies on academic standing and withdrawal. Consult the [2015-2016 PhD Program in Nursing Graduate Student Handbook](#) for additional information about academic withdrawal.

Degree Completion and Graduation

Intent to Graduate

All students eligible to graduate will be notified by email that they must file an online application to graduate using ACES, the Duke student information and registration system. The notification email includes instructions on how to access ACES and complete the application form electronically.

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

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

For PhD students, the deadlines for completing the Apply to Graduate process in ACES are determined by the Graduate School instead of the School of Nursing. Consult the [Preparing to Graduate](#) page on the Graduate School website for details.

Graduate Recognition and Commencement

School of Nursing Hooding and Recognition Ceremonies

Each May and December, the School of Nursing hosts a Hooding and Recognition Ceremony for its graduates to recognize and celebrate their accomplishments. All graduates are encouraged to attend this ceremony. December graduates participate in the December ceremony, and May graduates participate in the May ceremony. September graduates may participate in either the May or December ceremony. Students are advised to consult their 2015-2016 Student Handbooks, which may provide program-specific information about the Hooding and Recognition ceremonies. All faculty are also expected to attend and participate in the School of Nursing Hooding and Recognition Ceremony.

School of Nursing graduates can find additional information about the School of Nursing Hooding and Recognition Ceremony on the [School of Nursing graduation website](#).

Duke University Commencement Exercises

Duke University conducts one commencement ceremony annually. The Duke University Commencement Exercises for all graduates are held on a Sunday in mid-May. Information about the Duke University Commencement Exercises and a full list of graduation weekend events are posted each year at the Duke University Commencement website.

The Duke University Commencement Exercises represent the only opportunity for degree candidates to march in an official University graduation ceremony. Particularly among students who are studying for professional or graduate degrees, the actual completion date of the required curriculum does not always correspond with the completion of the spring semester. Information about student eligibility to participate in the University Commencement exercises is provided in the [2015-2016 Student Handbook](#) for each School of Nursing degree program.



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 coursework or degree requirements to students enrolled at the university. All students matriculated at the School of Nursing are assigned a Duke University e-mail account upon accepting the offer of admission and submitting the tuition deposit. It is the student's responsibility to check this e-mail account regularly and to respond promptly to requests made by e-mail.

Computer Skills

All students are required to possess basic computer skills. The School of Nursing is dedicated to technology-enhanced learning. Courses integrate technology in curriculum delivery and require an intermediate level of computer literacy, including proficiency in Microsoft Word, file management skills, browser management skills, and basic computer security. (See the [2015-2016 PhD Program in Nursing Graduate Student Handbook](#) for additional information on PhD Program computer requirements.)

Computer Requirements

The School of Nursing, Duke University Medical Center Library, and many other areas of the campus are enabled for wireless access.

All Duke University School of Nursing students enrolled in the ABSN Program, MSN Program, DNP Program, and the certificate curricula, as well as nondegree students, are required to have their own laptops in full working condition, meeting or exceeding the standards listed on the Student Computer Requirement page of the School of Nursing website.

Students entering the PhD Program are expected to have a laptop computer with wireless network capability and an operating system that supports SAS statistical software. (All PhD students will be expected to use SAS software in their statistics courses.)

Student Handbooks

Student handbooks for all Duke University School of Nursing degree programs can be [accessed online](#) through the Current Students section of the School of Nursing website.

The student handbook for each of the School of Nursing degree programs (ABSN, MSN, DNP, PhD) provides complete information about academic progression in the program, including policies and procedures concerning all of the following that are relevant to the program:

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

- Accommodation for students with disabilities
- Harassment policy
- Nondiscrimination policy
- Duke Medicine no-smoking policy
- Alcohol/drug policy
- Student Mental Health Services
- Safety
- Social media policy
- Duke University School of Nursing Personal Integrity Policy
- Duke University School of Nursing Judicial Board

Standards of Conduct

Duke University expects and requires of all its students' cooperation in developing and maintaining high standards of scholarship and conduct.

Students are expected to meet academic requirements and financial obligations, as specified elsewhere in this bulletin, in order to remain in good standing. Certain nonacademic rules and regulations must also be observed. Failure to meet these requirements may result in dismissal by the appropriate officer of the university.

The university wishes to emphasize its policy that all students are subject to the rules and regulations of the university currently in effect or that, from time to time, are put into effect by the appropriate authorities of the university. Students, in accepting admission, indicate their willingness to subscribe to and be governed by these rules and regulations and acknowledge the right of the university to take such disciplinary action, including suspension and/or expulsion, as may be deemed appropriate for failure to abide by such rules and regulations or for conduct judged unsatisfactory or detrimental to the university. University authorities will take action in accordance with due process.

The expectations for Duke University School of Nursing students are delineated in the Personal Integrity Policy for Duke University School of Nursing Students on the School of Nursing website.

Personal Integrity Policy for Duke University School of Nursing Students

Purpose:

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

Policy:

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

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

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



The Duke Community Standard

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

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

To uphold the Duke Community Standard:

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

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

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

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

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

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

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

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

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

Duke University School of Nursing Personal Integrity Policy

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

- Academic integrity,
- Professional integrity, and
- Respect for others, as set forth in the Duke University School of Nursing Personal Integrity Guidelines.

Every new student enrolling in the Duke University School of Nursing will be provided a Personal Integrity Policy Package that includes copies of:

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

All students will be expected to:

- Read and review all documents included in the Personal Integrity Policy Package, and
- Sign a pledge stating that they:
 - Have received and reviewed the Personal Integrity Policy Package, and
 - Agree to conduct themselves in accordance with the Duke Community Standard and the Personal Integrity Policy and Guidelines for Duke University School of Nursing Students throughout their careers as students at the Duke University School of Nursing.

Obligation to Report Violations of Academic Integrity

Students as well as faculty are expected to bring all cases of suspected academic dishonesty to the attention of the appropriate School of Nursing authority. Because students should not accept the actions of fellow students who lie, cheat, or steal, a student who has direct knowledge of a potential case of academic dishonesty is required to:

1. Provide a signed written statement of the observed behavior to the appropriate faculty member, faculty advisor, or Associate Dean for Academic Affairs as close to the event as possible, and
2. Provide the name or identity of the person(s) alleged to have committed the violation(s).

The observing student is encouraged first to confront the person(s) alleged to have committed the violation(s), for at least two reasons:

1. To correct any misassumption about the alleged act(s), and
2. To let the accused student(s) know that the situation is being reported, so that the accused student(s) might choose to self-report as well.

Duke University School of Nursing Personal Integrity Guidelines

As a citizen of the DUSON community, each student is responsible for abiding by the principles of academic integrity, professional integrity, and respect for others throughout his/her tenure in the School of Nursing.

The Duke University School of Nursing Personal Integrity Guidelines set forth specific standards of conduct that provide a framework for applying each principle in the context of nursing education and the nursing role. These Guidelines state the expectations of the School of Nursing with respect to some specific integrity issues that may arise in the course of nursing education.

All DUSON students are expected to conduct themselves in accordance with these guidelines.

However, because no set of guidelines can anticipate all potential challenges to personal integrity students are also expected to adhere to the principles of academic integrity, professional integrity, and respect for others in all endeavors pertaining to nursing education and the nursing role.

A. Academic Integrity

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

- Follow the specific directions of course instructors with respect to academic integrity and academic honesty.
- Understand and comply with correct procedures for citation and documentation of references and assignment of credit in all written submissions (papers, research reports, or clinical reports), always avoiding plagiarism.
- Submit only one's own work for course credit, and not the work of any other.
- Complete all academic work independently unless the faculty member or other responsible authority has expressly authorized collaboration with others, refraining from unauthorized collaboration on work that is claimed to be one's own.

- Ask instructors for clarification if there is any question concerning the degree of collaboration permissible on an assignment.
- Give full credit and acknowledgement to all collaborators on projects and reports in which collaboration is permitted.
- Do not use a significant portion of any paper or project to fulfill the requirements of more than one course, unless the student has received prior faculty permission to do so.
- Observe the time constraints imposed on tests, quizzes, examinations, and assignments, and take them when scheduled unless appropriately excused.
- Do not use or consult unauthorized materials, equipment, or devices when taking tests, quizzes, examinations, or other evaluative procedures.
- Refuse to give unauthorized aid to other students or to receive unauthorized aid from other students on tests, quizzes, examinations, or assignments. (Note: The term “assignment” is used for any work, required or volunteered, submitted to a faculty member for review and/or academic credit.)
- Refuse to take examinations or to complete assignments for any other person.
- Respect the intellectual property and educational and research materials of others, recognizing that depriving them of such property (by improperly denying access, damaging, or destroying such property or materials) would result in unfair academic advantage.
- Respect the intellectual property of course instructors and all creators of course content by complying with principles of fair use and copyright law, and by avoiding unauthorized appropriation, reproduction, or dissemination of course materials in any medium (print, audio, visual, multi-media, online).
- Use only one’s own access codes, passwords, login codes, keys, and facility access cards.
- Never attempt to access academic or administrative files, research documents, or patient medical records without authorization.
- Never alter, falsify, or fabricate academic, research, clinical, or patient documents.
- Be truthful in all applications for admission to academic programs, employment, and financial support for education or research.
- Honestly represent one’s own academic, clinical, and work credentials under all circumstances.
- Refrain from all other behaviors that clearly compromise intellectual integrity and honesty.
- Promptly report any suspected violations of academic integrity to the appropriate School of Nursing authorities.

B. Professional Integrity

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

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

C. Respect for Others

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

- Treat all persons with respect in accordance with Duke University policies of nondiscrimination and non-harassment.
- Demonstrate respect for patients with cultural backgrounds different from one's own.
- Respect the rights of patients and research participants and their families to be informed about and to participate in decision-making concerning their health care.
- Communicate truthfully with patients and colleagues in all clinical situations and carefully avoid misrepresentation.
- Respect the modesty and privacy of all patients and research participants.
- Maintain a neat and professional appearance consistent with clinical site requirements and School policy.
- Respect the value of the time of patients, research participants, families, and professional colleagues in clinical situations, avoiding late arrivals and early departures.
- Treat all colleagues and peers in health care endeavors with consideration, courtesy, and cooperation.
- Maintain civility and professional behavior at all times in classroom, laboratory, clinic, hospital, and all health care settings; avoiding disruptive and aggressive behavior.

Acknowledgements. The development of the Personal Integrity Policy for Duke University School of Nursing Students was based on a comprehensive review of integrity policies and honor codes of many U.S. nursing schools, and of the undergraduate, graduate, and professional schools of Duke University. Following this review, the integrity policy of the Duke University School of Medicine, which is in accord with the core values of both Duke University and Duke Medicine, was chosen as the model for the Personal Integrity Policy of the School of Nursing. The structure, content, and language of these Guidelines have been adapted from portions of the Statement of the Honor Code of Professional Conduct of the Duke University School of Medicine (available online at <http://medschool.duke.edu/education/office-student-affairs/code-professional-conduct>).



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

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

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

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

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

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

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

Informal Resolution Process:

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

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

Formal Resolution Process:

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

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

The written request should be submitted on the designated form (Request for Formal Resolution of Student Complaint Related to Academic Issues, which is provided in the Student Handbook for each program), and must include the following:

- A succinct statement of the reason for the complaint including specific information as to the grounds for the complaint
 - Identification of who was involved
 - Resolution sought
 - Supporting documentation may be attached as appendices to the complaint
 - Signature of the student and date
2. Within ten (10) business days of receiving the complaint, the ADAA or designee will review the complaint and schedule a meeting to hear and discuss the complaint with the student and other party.
 3. The ADAA or designee will make a written summary to the parties involved as to the resolution of the issue and the time frames for actions to be taken and by whom.
 4. A copy of the signed acceptance will be retained in the student's file.

If a student believes that he or she has been retaliated against as a result of the dispute/complaint under this Procedure, a separate complaint charging retaliation can be pursued by means of this Procedure. Another resource available to assist students with dispute resolution is the Duke University Ombudsperson (Dr. John Blackshear, 919-684-5917).

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

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

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

Reporting and Initial Disposition of a Suspected Violation

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

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

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

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

Sanctions

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

NOTE: Beginning with the Fall 2015 semester, a uniform method of sanctioning violations of the Duke Community Standard or School of Nursing Personal Integrity Policy will be used, as set forth in the table below. This listing is not meant to be all inclusive. Sanctions for other offenses will be determined using a similar formula of seriousness and frequency of offense. Faculty members may also choose to consult with their respective program director or the Associate Dean for Academic Affairs.

Violations and Sanctions

Offense	Occurrence	Sanction
Plagiarism	1st offense	Documentation of reprimand; score of "0" on assignment
	2nd offense	Fail the course (may have other consequences due to other policies)
	3rd offense	Dismissal from the program with no option to reapply

Offense	Occurrence	Sanction
Cheating	1st offense	Documentation of reprimand; score of “0” on assignment; maximum course grade is a “C”
	2nd offense	Dismissal from the program with no option to reapply
Misrepresentation (i.e., falsification of credentials/records; buying a paper and submitting as one’s own work, etc.)	1st offense	Dismissal from the school with no option to reapply
Complicity with another student’s violation or failure to report	1st offense	Documentation of reprimand
	2nd offense	One semester suspension
	3rd offense	Dismissal from program with no option to reapply

Student Wishes to Dispute the Violation Penalty and Requests a Judicial Board Hearing

To dispute the adequacy of the investigation and/or the penalty for violating a community standard or the personal integrity policy, a student must provide in writing to the Chair, Faculty Governance Association (FGA), a statement that includes the following:

- What he/she is specifically disputing, the charge or the penalty
- His/her account of what occurred – or –
- Why the judgment/sanction is unwarranted.

Determination of Constituting a Judicial Board

Within ten (10) business days of receipt of the student’s request for hearing, the Chair of the Faculty Governance Association, in consultation with the FGA Executive Committee, will determine if a hearing is warranted. If convening a judicial board is not determined to be warranted, the Chair will notify the student, in writing, that no further action will be taken. If convening a judicial board is determined to be warranted, the Chair will notify the student, in writing, that a Judicial Board hearing will occur and provide the student with the procedure for the hearing.

Convening of Judicial Board

The student and faculty member will be notified of the date, time and location that a Judicial Board will be convened in response to the student’s request.

Members of the judicial board will be selected from the committee appointed for this purpose and will include three (3) faculty members; two (2) students, as recommended by the Student Government Association will also serve on the Board. Faculty and student representatives will be drawn from the programs other than that in which the student is enrolled. The Board will elect one of its faculty members as Chairperson. An administrative staff member will be appointed to take confidential minutes of the hearings and the Board’s actions, and these minutes will be retained in the office of the Executive Vice Dean (EVD).

The student accused of the violation will be given the opportunity to challenge the participation of any Judicial Board member provided that he/she can provide ample reason to substantiate the removal of the individual.

Conduct of Hearing:

Unless the student specifically requests an open hearing, the judicial board will meet in private with only the student, the faculty member and witnesses for each side. The student may be accompanied by one member of the school community (student, faculty member, administrator, or other employee) as an advisor. The advisor may not have legal training and may not be a participant in the proceedings.

The judicial board hearing will begin by the chairperson reading (or stating) the reason for the hearing.

The board will hear statements from the student, faculty and any witnesses. The student and faculty will be given the opportunity to question the witnesses. Members of the Judicial Board may ask questions of any and all parties. When all the witnesses have been heard, the judicial board will meet in private to deliberate and to uphold, amend, or overturn the disciplinary action.

Pending the decision of the judicial board, the student's status shall not be changed. The student may attend classes except when the individual's behavior constitutes an immediate threat to others or the property or orderly functioning of the University. In cases in which patient safety is an issue, the student will be withdrawn from the clinical setting until the appeal is resolved.

Notification of Decision:

Within ten (10) business days of the hearing, the chair of the judicial board will prepare and deliver a report to the student, the course faculty member (where applicable), and the appropriate Associate Dean or designee as to its decision. The report must be approved by the majority of the judicial board. The Associate Dean or designee, in turn, will notify the Executive Vice Dean and the Dean of the School of Nursing.

The decision of the judicial board is final, except when

- New information/evidence is discovered subsequent to the hearing.
- There has been a perceived violation of Judicial Board procedure.

Actions of the judicial board do not supersede or preclude, where appropriate, actions by civil law enforcement and judicial system.

Note: In the event of a perceived violation of the Judicial Board procedures, the Executive Vice Dean, in concert with the FGA chair will determine if there are grounds for a Judicial Board hearing. If so, the FGA chair will convene a new Judicial Board comprised of individuals who did not serve on the Judicial Board for which there was a perceived procedural violation.

Record of Hearing and Decision:

A confidential record of the judicial board hearing, decision, and penalties shall be retained by the Executive Vice Dean. The purpose of this record is two-fold:

1. To provide a record of the students who have a previous history of violations of the Duke Community Standard and/or DUSON Personal Integrity Policy;
2. To help assure equity across decisions and sanctions of various judicial boards.



Program Requirements

Accelerated Bachelor of Science in Nursing (ABSN) Degree Requirements

The accelerated bachelor of science in nursing (ABSN) is a full-time campus-based program with 58 credit hours. The program is completed in 16 months (four 12-week semesters, with students taking between 12 and 16 credit hours per semester). The program includes six credit hours of electives with graduate credit option.

ABSN Curriculum

Semester 1	Credit Hours
Nursing 390 (Health Assessment & Nursing Skills Across the Lifespan).....	5
Nursing 391 (Wellness/Health Promotion Across the Lifespan).....	5
Nursing 392 (Professional Nursing: Past, Present & Future).....	2
Nursing 393 (Physiologic Homeostasis and Principles of Pharmacology).....	2
Total	14
Semester 2	
Nursing 394 (Professional Nursing: Evolution as an Evidence-Based Clinician).....	2
Nursing 395 (Nursing Care of the Childbearing Family).....	4
Nursing 396 (Nursing Care of Infants, Children, and Adolescents).....	4
Nursing 397 (Community and Public Health Nursing).....	4
Nursing 398 (Pathophysiology and Pharmacology I).....	2
Total	16
Semester 3	
Nursing 473 (Professional Nursing: Evolution as an Effective Team Member).....	2
Nursing 474 (Nursing Management of the Adult Patient with Health Problems).....	5
Nursing 475 (Gerontological Nursing: Caring for Older Adults and Their Families).....	4
Nursing 476 (Pathophysiology and Pharmacology II).....	2
Nursing XXX (Elective).....	3
Total	16
Semester 4	
Nursing 483 (Professional Nursing: Evolution as a Leader).....	2
Nursing 484 (Nursing Care of Patients with Complex Health Problems).....	7
Nursing XXX (Elective).....	3
Total	12
Total Required for ABSN Degree	58



Master of Science in Nursing (MSN) Degree Requirements

The Duke University School of Nursing has redesigned the MSN academic program, and began implementing a revised curriculum beginning in the 2014-2015 academic year. This new curriculum is being followed by all MSN students who matriculated in the Fall 2014 semester and thereafter. Students who matriculated in the MSN Program before the Fall 2014 semester will continue to follow the curriculum that was in place at the time of their matriculation (the old curriculum).

Degree Requirements for MSN Students: New and Old Curricula

Degree requirements for all majors in each curriculum are listed in separate sections, in the following order:

1. Degree requirements for MSN students matriculating in the Fall 2014 semester or later, (new curriculum),
2. Degree requirements for MSN students who matriculated before the Fall 2014 semester (old curriculum).

Degree Requirements for MSN Students Matriculating in the Fall 2014 Semester or Later

For students who matriculate in the Fall 2014 semester or later, the master of science in nursing degree requires the completion of 36 to 49 credit hours, depending on the major selected.

MSN Majors and Specialties

For students who matriculate in the Fall 2014 semester or later, the Master of Science in Nursing (MSN) Program offers seven advanced practice registered nurse (APRN) majors and three systems majors. MSN students in APRN majors also have the option of adding a specialty to their course of study.

APRN Majors

The Duke University School of Nursing offers the MSN degree in the following APRN majors:

- Adult-gerontology nurse practitioner – acute care
- Adult-gerontology nurse practitioner – primary care
- Family nurse practitioner
- Pediatric nurse practitioner – acute care
- Pediatric nurse practitioner – primary care
- Neonatal nurse practitioner
- Women's health nurse practitioner

Specialties for APRN Majors

Groupings of courses pertaining to an advanced practice specialty are available within certain APRN majors. Students who wish to include a clinical specialty in their course of study should consult their advisors in order to determine if the specialty is appropriate for and available in their majors. The following specialties are currently available:

- Cardiology
- HIV/AIDS
- Oncology
- Orthopedics

Systems Majors

The School of Nursing offers the MSN degree in the following advanced practice nursing systems majors:

- Nursing and health care leadership
- Nursing education
- Nursing informatics

Degree Requirements for MSN by Major and Specialty (New Curriculum)

This section of the Bulletin provides a brief description and a coursework requirements table for each major and specialty in the new MSN curriculum.

Courses in the new curriculum were renumbered effective for Fall 2015. A table showing the conversion of old and new course numbers is located on the nursing.duke.edu website.

MSN Core Courses Required for All Majors

All students matriculating in the MSN Program in Fall 2014 or later are required to complete the four MSN core courses in the early semesters of their plans of study. All MSN core courses (listed below) are offered online, with no on-campus requirements.

MSN Required Core Courses

MSN Required Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12



APRN Majors: Degree Requirements

All APRN majors in the new MSN curriculum are offered as distance-based programs. Although many courses are offered online, all APRN majors will have required on-campus activities for a few of their courses. In these courses, students will be required to come to the Duke School of Nursing campus at least once every semester for two- to five-day intensives with DUSON faculty and other experts, where face-to-face interactions, simulation, and hands-on activities will be conducted. Dates for on-campus intensives will be announced several months in advance.

Coursework requirements for each APRN major in the MSN Program include the MSN core courses and APRN clinical core courses, as well as courses specific to the major.

Clinical Core Courses for APRN Majors

Each APRN major requires the student to complete 11 credit hours of clinical core courses: Nursing 590, Nursing 591, Nursing 595, and Nursing 596, plus one of the three 1-credit hour specialty seminars (Nursing 592 or Nursing 593 or Nursing 594, depending on the major). The APRN clinical core courses are listed below.

Clinical Core Courses for APRN Majors

Clinical Core Courses	Credit Hours
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan)	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
plus one of the following specialty seminar courses:	
Nursing 592 (Specialty Seminars in Advanced Pathophysiology for Neonatal & Pediatric Health).....	1
<i>or</i>	
Nursing 593 (Specialty Seminars in Advanced Pathophysiology for Adult & Gerontological Health).....	1
<i>or</i>	
Nursing 594 (Specialty Seminars in Advanced Pathophysiology for Neonatal through Gerontological Health).....	1
Clinical Core Courses Total	11

As a final synthesis experience, MSN students in all APRN majors are required to complete a final clinical residency under the mentorship of an experienced clinician in their respective area of expertise. The minimum number of credit hours required for completion of the MSN degree varies by major, ranging from 42 to 49 credit hours.

Clinical experience requirements for the MSN degree in all APRN majors (adult-gerontology, family, pediatric and neonatal, women’s health) meet or exceed the requirements of national credentialing organizations such as the American Academy of Nurse Practitioners Certification Program (AANPCP), American Association of Colleges of Nursing (AACN), American Nurses Credentialing Center (ANCC), National Certification Corporation (NCC), and Pediatric Nursing Certification Board (PNCB). Upon graduation, students are qualified to sit for the appropriate certification examination.

Adult-Gerontology Nurse Practitioner – Acute Care Major

APRN

- 48 credit hours, including 840 clinical hours

With increasing patient acuity, an aging population, and a growing need for highly skilled clinicians at the bedside, acute care nurse practitioners are in great demand, and the adult-gerontology nurse practitioner – acute care major (AGNP-acute care) in the Duke MSN Program offers excellent preparation. The AGNP-acute care major focuses on developing the knowledge and skills necessary to deliver nursing care to individuals from adolescence to older adulthood across acute care settings, including care of individuals in rural and underserved areas. Intensive courses, state-of-the-art simulation techniques, and immersion in clinical rotations maximize the learning experience and enable students to become active members of an interprofessional health care team.



On-campus intensives and state-of-the-art simulation techniques supplement an established program designed to prepare nurse practitioners for management of patients across acute care settings. Example of practice settings include urgent care and emergency departments, hospitalist and intensive care services and step-down units in academic, community, or critical access environments.

Adult-Gerontology Nurse Practitioner – Acute Care: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan)	1
Nursing 593 (Specialty Seminars in Advanced Pathophysiology for Adult and Gerontological Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Clinical Core Courses Total	11
AGNP–Acute Care Clinical Courses	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 621 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients: Clinical)	2
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients).....	2
Nursing 670 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I).....	2
Nursing 671 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I: Clinical)	4
Nursing 672 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II).....	2
Nursing 673 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II: Clinical).....	4
Nursing 693 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Synthesis)	5
AGNP–Acute Care Clinical Courses Total	25
Minimum Requirements for MSN in this Major	48

Adult-Gerontology Nurse Practitioner - Primary Care Major

APRN

- 42 credit hours, including 560 clinical hours

The adult-gerontology nurse practitioner – primary care (AGNP-primary care) major in the Duke MSN Program focuses on developing the knowledge and skills necessary to deliver nursing care to individuals from adolescence to older adulthood across primary care settings, including those in rural and under-served areas. The AGNP-primary care major prepares advanced practice nurses as generalists in adult primary care in a wide variety of settings, including private practices, public clinics, hospital-based outpatient clinics, and specialty practices.

Graduates from the AGNP-primary care major are well-prepared to provide culturally competent, evidence-based, state-of-the-art primary medical care to patients from adolescence through senescence. Graduates practice in a wide variety of outpatient settings ranging from small community health centers to retail clinics to large academic medical centers.

Adult-Gerontology Nurse Practitioner - Primary Care: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan)	1
Nursing 593 (Specialty Seminars in Advanced Pathophysiology for Adult & Gerontological Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Clinical Core Courses Total	11
AGNP-Primary Care Clinical Courses	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 621 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients: Clinical)	2
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients).....	2
Nursing 625 (Advanced Practice Nursing Care in Older Adult Patients: Clinical).....	2
Nursing 694 (Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis)	4
Nursing XXX (Required Elective)	3
AGNP-Primary Care Clinical Courses Total	19
Minimum Requirements for MSN in this Major	42



Family Nurse Practitioner Major

APRN

- 49 credit hours, including 728 clinical hours

Family nurse practitioners serve as the primary health care providers in many settings. The family nurse practitioner (FNP) major in the Duke MSN Program focuses on developing the knowledge and skills necessary to deliver nursing care to persons of all ages across primary care settings, including those in rural and under-served areas. FNP graduates are prepared for advanced clinical practice that involves individuals and families throughout the lifespan and across the health continuum.

Clinical and state of the art simulation techniques prepare students for clinical practice in a variety of primary care settings such as family practice, internal medicine, community health centers, rural health centers, and academic health care centers.

Family Nurse Practitioner: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
 Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan)	1
Nursing 594 (Specialty Seminars in Advanced Pathophysiology for Neonatal through Gerontological Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Clinical Core Courses Total	11
 FNP Clinical Courses	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 621 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients: Clinical)	2
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients).....	2
Nursing 625 (Advanced Practice Nursing Care in Older Adult Patients: Clinical).....	2
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)	2
Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients).....	1
Nursing 633 (Advanced Practice Nursing in Perinatal Care Patients: Clinical).....	1
Nursing 695 (Advanced Practice Nursing in Family Practice Patients Synthesis).....	4
Nursing XXX (Required Elective)	3
FNP Clinical Courses Total	26
Minimum Requirements for MSN in this Major	49



Pediatric Nurse Practitioner - Acute Care Major

APRN

- 43 credit hours, including 616 clinical hours

The pediatric nurse practitioner–acute care (PNP–AC) major in the Duke MSN Program is specifically designed to prepare graduates to meet the needs of infants and children with complex and rapidly changing clinical conditions across acute care settings. Emphasis is placed on family-centered culturally sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as pediatric intensive care units, pediatric surgery, pediatric step-down units, inpatient units, emergency departments, pediatric/neonatal transport, and ambulatory, rehabilitative, and specialty-based clinics.

Graduates of the PNP-AC major are prepared to work with patients and families in a variety of pediatric acute care settings including specialty clinics, in-patient/hospitalist services, emergency departments, intensive care units and as part of critical care transport teams.

Pediatric Nurse Practitioner - Acute Care: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan).....	1
Nursing 592 (Specialty Seminars in Advanced Pathophysiology for Neonatal and Pediatric Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Clinical Core Courses Total	11
PNP-AC Clinical Courses	
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 629 (Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical)	1
Nursing 660 (Advanced Practice Nursing in Acute Care Pediatric Patients I).....	3
Nursing 661 (Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical).....	1
Nursing 662 (Advanced Practice Nursing in Acute Care Pediatric Patients II)	3
Nursing 663 (Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical)	2
Nursing 692 (Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis).....	7
PNP–AC Clinical Courses Total	20
Minimum Requirements for MSN in this Major	43



Pediatric Nurse Practitioner - Primary Care Major

APRN

- 43 credit hours, including 616 clinical hours

The pediatric nurse practitioner – primary care (PNP–PC) major in the Duke MSN Program prepares pediatric nurses to provide comprehensive primary health care to children of all ages. The curriculum emphasizes content areas such as health maintenance, prevention, management of common acute and chronic pediatric illnesses, behavioral issues, and patient/family education. Emphasis is placed on family-centered culturally sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as community pediatric practices, school-based health clinics, health departments, hospital ambulatory settings, and pediatric home care.

Students are prepared to provide comprehensive primary health care to children of all ages in a variety of settings ranging from private practice to community and school-based healthcare settings. Some graduates of the primary care major decide to work in pediatric specialty services.

Pediatric Nurse Practitioner - Primary Care: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
 Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan).....	1
Nursing 592 (Specialty Seminars in Advanced Pathophysiology for Neonatal and Pediatric Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Clinical Core Courses Total	11
 PNP–PC Clinical Courses	
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 642 (Advanced Practice Nursing in Primary Care Pediatric Patients I).....	3
Nursing 643 (Advanced Practice Nursing in Primary Care Pediatric Patients I: Clinical)	2
Nursing 644 (Advanced Practice Nursing in Primary Care Pediatric Patients II).....	3
Nursing 645 (Advanced Practice Nursing in Primary Care Pediatric Patients II: Clinical).....	2
Nursing 691 (Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis)	7
PNP–PC Clinical Courses Total	20
Minimum Requirements for MSN in this Major	43



Neonatal Nurse Practitioner Major

APRN

- 43 credit hours, including 616 clinical hours

The neonatal nurse practitioner (NNP) major in the Duke MSN Program prepares students to provide nursing care for low- and high-risk neonates and their families in a variety of settings. Coursework includes neonatal- and pediatric-specific pathophysiology, pharmacology, physical assessment and diagnostic reasoning, and advanced growth and development. Emphasis is placed on family-centered culturally sensitive care.

Students receive one-on-one clinical practice experience in diverse settings such as neonatal intensive care units, neonatal transitional care and step-down units, pediatric/neonatal surgery and radiology, and pediatric/neonatal transport. NNP graduates are prepared to manage infant caseloads in collaboration with other health care providers, educate families and staff, and conduct research.

Neonatal Nurse Practitioner: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan)	1
Nursing 592 (Specialty Seminars in Advanced Pathophysiology for Neonatal and Pediatric Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Clinical Core Courses Total	11
Clinical Courses	
Nursing 628 (Advanced Practice Nursing: Pediatric Primary Care Essentials)	3
Nursing 635 (Advanced Practice Nursing in Neonatal Patients I)	3
Nursing 636 (Advanced Practice Nursing in Neonatal Patients I: Clinical)	2
Nursing 637 (Advanced Practice Nursing in Neonatal Patients II)	3
Nursing 638 (Advanced Practice Nursing in Neonatal Patients II: Clinical).....	2
Nursing 691 (Advanced Practice Nursing in Neonatal Patients Synthesis)	7
NNP Clinical Courses Total	20
Minimum Requirements for MSN in this Major	43



Women’s Health Nurse Practitioner Major

APRN

- 45 credit hours, including 672 clinical hours

The School of Nursing MSN Program is initiating a new women’s health nurse practitioner (WHNP) major which combines broad foundational knowledge with specialty knowledge essential for the unique health needs of women. This distance-based program will utilize an online learning platform supplemented with on-campus intensive 2-day interprofessional team-based learning experiences once each semester. WHNP students will have didactic and clinical collaborative activities with physician assistant and doctor of physical therapy students during these intensives. Upon completion of the program, graduates will have demonstrated the necessary skills to provide primary and specialty health care to women as part of an interprofessional team.

Women’s Health Nurse Practitioner: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
Clinical Core Courses	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan).....	1
Nursing 594 (Specialty Seminars in Advanced Pathophysiology for Neonatal through Gerontological Health).....	1
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing).....	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing).....	3
Clinical Core Courses Total	11
Clinical Courses	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients).....	4
Nursing 621 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients: Clinical).....	4
Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients).....	1
Nursing 633 (Advanced Practice Nursing in Perinatal Care Patients: Clinical).....	1
Nursing 680 (Gender and Women’s Health).....	2
Nursing 681 (Advanced Practice Nursing in Women’s Health Across the Lifespan).....	3
Nursing 682 (Advanced Practice Nursing in Women’s Health Across the Lifespan: Clinical).....	3
Nursing 696 (Advanced Practice Nursing in Women’s Health Synthesis).....	4
WHNP Clinical Courses Total	23
Minimum Requirements for MSN in this Major	45



Requirements for Completion of MSN Clinical Specialties

Cardiology, HIV/AIDS, oncology, and orthopedics nurse practitioner specialties are available for APRN majors. Duke University School of Nursing MSN students in APRN majors should consult their advisors before deciding to include a clinical specialty in their course of study, because some specialties are not available in all APRN majors. Students who are interested in adding a specialty to their academic plan must complete the Add a Specialty Form. This form must be submitted to the MSN Program Office via email (son-msn@dm.duke.edu) at least 10 days prior to the start of the semester.

Brief descriptions and requirements for the completion of each specialty are provided below.

Cardiology Specialty

- 8 credit hours, including 168 clinical hours

The cardiology specialty offers students the opportunity to become expert clinicians in the care of individuals with cardiovascular disease. The online coursework includes content from the American College of Cardiology Core Curriculum and incorporates the latest evidence based knowledge in the field. On-campus intensives provide students opportunities to engage with cardiovascular clinicians and inquire about novel research and innovative practice. As a synthesis, the student participates in clinical practice under the mentorship of an expert clinician in a cardiology specialty.

Coursework and clinical experiences prepare graduates to practice in both inpatient and outpatient cardiovascular settings across the country. The specialty courses provide the requisite knowledge and skills to demonstrate expertise in cardiovascular care. Upon successful completion of this program students have found employment in general cardiology, electrophysiology, heart failure, cardiac transplant, vascular and lipid specialties.

Duke University School of Nursing MSN students who are interested in adding the cardiology specialty to their academic plan must complete the [Add a Specialty Form](#). This form must be submitted to the MSN Program Office via email (son-msn@dm.duke.edu) at least 10 days prior to the start of the semester.

Cardiology Specialty: Requirements

Required Courses	Credit Hours
Nursing 801 (Advanced Practice Nursing: Cardiovascular Specialty I).....	3
Nursing 802 (Advanced Practice Nursing: Cardiovascular Specialty II)	2
Nursing 805 (Advanced Practice Nursing in Adult-Gerontology Cardiovascular Synthesis).....	3
Minimum Requirements for Completion of Specialty	8



HIV/AIDS Specialty

- 12 credit hours, including 392 clinical hours

The HIV/AIDS specialty is designed to fulfill the goals of the National HIV/AIDS Strategy to reduce the number of new infections, help people with HIV stay healthy by increasing their access to care, and reduce HIV-related health disparities. The HIV/AIDS nurse practitioner specialty is open to newly enrolled and currently enrolled students in the adult-gerontology nurse practitioner or family nurse practitioner APRN majors in the MSN program. It is also available to students with the same majors who are enrolled in the Duke DNP Program. The distance-based specialty curriculum includes 12 credit hours of foundational and clinical courses that address the prevention, care, and treatment of adults living with HIV infection and AIDS, including those dually diagnosed with HIV and hepatitis B or C. The final synthesis course (Nursing 845; see below) includes a HIV-specific clinical practicum in or near the student’s home community under the mentorship of an experienced clinician in the specialty.

The HIV specialty prepares students to manage the full spectrum of primary health care needs of HIV-infected adolescents and adults in a variety of outpatient clinical settings such as community health centers, Ryan White-funded HIV clinics, infectious disease specialty clinics, health department clinics, and academic medical centers.

Duke University School of Nursing students interested in adding the HIV/AIDS specialty to their academic file must complete the [Add a Specialty Form](#). This form must be submitted to MSN Program Office at least 10 days prior to the start of the semester.

HIV/AIDS Specialty: Requirements

Required Courses	Credit Hours
Nursing 840 (Epidemiology and Pathogenesis of HIV/AIDS).....	1
Nursing 841 (Pharmacologic Aspects of HIV/AIDS)	1
Nursing 842 (Psychosocial, Political, Legal and Ethical Aspects of HIV/AIDS)	1
Nursing 843 (Clinical Care and Treatment Issues in HIV/AIDS)	2
Nursing 844 (Clinical Care and Treatment Issues in HIV/AIDS: Clinical)	3
Nursing 845 (Advanced Practice Nursing in Adult-Gerontology HIV/AIDS Primary Care Synthesis).....	4
Minimum Requirements for Completion of Specialty	12

Oncology Specialty

- 9 credit hours, including 224 clinical hours

The oncology specialty offers students an opportunity to become expert clinicians in the care of oncology patients. The updated curriculum, based on the Oncology Nursing Society Scope and Standards for Advanced Practice in Oncology Nursing, incorporates the latest evidence-based knowledge in the field. As a synthesis, the student is required to complete a final clinical residency (Nursing 815; see below) under the mentorship of an experienced clinician in an oncology specialty.

Coursework and clinical experiences prepare graduates to practice as Oncology Nurse Practitioners. Our graduates practice in a variety of cancer care settings across the United States. The specialty courses provide the foundation for an additional specialty certification as an Advanced Oncology Certified Nurse Practitioner.

Duke University School of Nursing MSN students who are interested in adding this specialty to their academic plan must complete the [Add a Specialty Form](#). This form must be submitted to the MSN Program Office via email (son-msn@dm.duke.edu) at least 10 days prior to the start of the semester.

Oncology Specialty: Requirements

Required Courses	Credit Hours
Nursing 811 (Advanced Practice Nursing: Oncology Specialty I)	3
Nursing 812 (Advanced Practice Nursing: Oncology Specialty II).....	2
Nursing 815 (Advanced Practice Nursing in Oncology Specialty Synthesis)	4
Minimum Requirements for Completion of the Specialty	9

Orthopedics Specialty

- 8 credit hours, including 168 clinical hours

Frequently NPs enter into orthopedic practice with solid foundational NP education but little training in musculoskeletal care. Many NPs have had to engage in “on the job” training leaving gaps in their foundational understanding of musculoskeletal care. This specialty program will help to build the foundation for solid practice for those NP students aspiring to enter musculoskeletal care.

Through the use of online lectures and learning activities, this distance-based specialty prepares advanced practice nurses to diagnose and manage a variety of musculoskeletal problems across the life span as well as to provide guidance and counseling to promote and maintain health and quality of life. Students in the program will come to campus to learn advanced orthopedic physical assessment techniques and orthopedic skills necessary for clinical practice such as joint injections, casting, and suturing. As a synthesis, the students complete a final clinical residency under the mentorship of an experienced clinician in the orthopedics specialty.

Students who complete this program are prepared to provide musculoskeletal care across a variety of settings. Students will be well prepared for a purely orthopedic setting or to practice where many patients will have musculoskeletal problems such as urgent care, military medicine, emergency care, occupational health, or physical medicine.

The orthopedics specialty is open to students in the Duke MSN Program with adult-gerontology nurse practitioner–acute care, family nurse practitioner, or pediatric nurse practitioner–acute care APRN majors. It is also available to students in the Duke DNP Program with comparable APRN preparation. Duke MSN students also have the option of utilizing individual orthopedics specialty courses as didactic and/or clinical electives for APRN majors.

Duke University School of Nursing MSN students who are interested in adding this specialty to their academic plan must complete the [Add a Specialty Form](#). This form must be submitted to the MSN Program Office via email (son-msn@dm.duke.edu) at least 10 days prior to the start of the semester.

Orthopedics Specialty: Requirements

Required Courses	Credit Hours
Nursing 821 (Advanced Practice Nursing: Musculoskeletal Specialty I)	3
Nursing 822 (Advanced Practice Nursing: Musculoskeletal Specialty II)	2
Nursing 825 (Advanced Practice Nursing: Musculoskeletal Specialty Synthesis).....	3
Minimum Requirements for Completion of Specialty	8



Degree Requirements by Major for Systems Majors

For students matriculating in Fall semester 2014 or later, the School of Nursing offers the MSN degree in three systems majors:

- Nursing and healthcare leadership
- Nursing education
- Nursing informatics

Nursing and Healthcare Leadership Major

Systems

- 36 credit hours

The nursing and healthcare leadership major offers students a strong foundation in complex systems, organizational theory, financial management, and leadership practice. The program is completely online, allowing nurses to complete the program while continuing to work. Traditional health care administration content and new ways of thinking about organizations, management, and leadership prepare graduates for the challenges of today’s and the future’s health care environment.

The final course in this major (Nursing 710, Synthesis of Specialty Practice) is an intensive experience in a health care organization (minimum of 224 practicum hours) in which the student works with an experienced manager/administrator/executive preceptor on a collaborative project.

The contemporary curriculum prepares graduates for positions ranging from traditional management/administrative careers to emerging leadership roles in quality, safety, Magnet coordination, and provider practice management. Graduates have careers in a wide range of organizations: inpatient, ambulatory, integrated systems and community-based.

Nursing and Healthcare Leadership: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
 Nursing and Healthcare Leadership Courses	
Nursing 700 (Organizational Theory for Integrated Health Care Delivery Systems).....	3
Nursing 701 (Managing Complex Health Care Systems)	3
Nursing 702 (Principles of Business and Finance in Health Care)	3
Nursing 703 (Application of Finance and Budget Planning).....	3
Nursing 704 (Applied Health Care Economics for Nurses)	3
Nursing 705 (Health Care Operations: Human Resources, Quality, Law, and Ethics).....	3
Nursing 706 (Effective Business Communications in Healthcare)	2
Nursing 710 (Synthesis of Specialty Practice, Nursing and Healthcare Leadership).....	4
Nursing and Healthcare Leadership Courses Total	24
Minimum Requirements for MSN in this Major	36

Nursing Education Major

Systems

- 40 credit hours

The nursing education major is designed to prepare individuals for the nurse educator role in academic or staff development settings. It reflects the nurse educator competencies developed by national organizations and is comprehensive in nature. The curriculum integrates core master’s level concepts, advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology), and education-focused courses (principles of teaching, tests/measurements, curriculum development, etc.). The nursing education major is delivered through an online asynchronous format that allows students to participate in courses at their own convenience.

The major culminates in Nursing 745 (Synthesis: Implementing the Nurse Educator Role), an intensive individualized practicum (minimum of 168 practicum hours) in which each student collaborates with a master educator to implement the role.

The advanced clinical-focused courses included in this major provide students with a strong foundation regarding what they will teach, and the education-focused courses provide an exceptional basis regarding how to teach. As a result, graduates of the Nursing Education MSN specialty are very well prepared to assume faculty or clinical instructor positions in schools of nursing or staff development positions in health care institutions.

Nursing Education: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
 Clinical Component	
Nursing 590 (Advanced Physiology Across the Lifespan).....	2
Nursing 591 (Conceptual Basis of Advanced Pathophysiology Across the Lifespan).....	1
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing).....	3
Nursing 730 (Advanced Concepts of Health Assessment).....	2
Nursing 739 (Trends in Management of Major Health Problems).....	3
Nursing 740 (Practicum in Management of Major Health Problems).....	1
Clinical Component Total	12
 Nursing Education Courses	
Nursing 731 (Facilitating Student Learning).....	2
Nursing 732 (Innovations in Clinical Teaching and Evaluation).....	1
Nursing 733 (Integrating Technology into Nursing Education).....	1
Nursing 734 (Innovative Curriculum Development in Nursing).....	2
Nursing 735 (Educational Program Evaluation and Accreditation).....	1
Nursing 736 (Test Construction and Item Analysis).....	2
Nursing 737 (Using Qualitative Assessment and Evaluation Strategies).....	1
Nursing 738 (Role of the Nurse Educator: Issues and Challenges).....	1
Nursing 745 (Synthesis: Implementing the Nurse Educator Role).....	3
Nursing XXX (Required Elective).....	2
Nursing Education Courses Total	16
Minimum Requirements for MSN in this Major	40

Nursing Informatics Major

Systems

- 38 credit hours

The increasing reliance of health care systems on information technology (IT) is opening up new opportunities for nursing informatics specialists who have expertise in both nursing practice and healthcare IT. Nurse informaticists play key roles in the development and implementation of healthcare IT systems in areas such as clinical documentation, computerized practitioner order entry, and electronic health records. Students in the nursing informatics major develop knowledge and skills in clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge builds on concepts of data-information-knowledge meta-structures and incorporates systems lifecycle planning and expert clinical domain modeling. The rigorous program combines online instruction with one campus session each semester.

The final course in this major (Nursing 725, Synthesis of Specialty Practice) is an intensive individualized practicum in a healthcare organization (minimum of 224 practicum hours) in which the student completes a project under the mentorship of an experienced clinician in the nursing informatics specialty.

The increasing reliance of health care systems on information technology is opening up new opportunities for informatics specialists who have expertise in both nursing practice and health care IT. Nurse informaticists play key roles in the development and implementation of health care information systems, including clinical documentation and reports, computerized practitioner order entry, decision support and electronic health records.

Nursing Informatics: MSN Requirements

Required MSN Core Courses	Credit Hours
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 581 (Nurse as Scholar II: Evidence-based Practice).....	3
Nursing 582 (Population Health in a Global Society).....	3
Nursing 583 (Professional Transitions: Advanced Nursing Practice).....	3
MSN Required Core Courses Total	12
Nursing Informatics Courses	
Nursing 715 (Database Systems in Healthcare: Design, Management and Connectivity)	3
Nursing 716 (Introduction to Health Informatics).....	3
Nursing 717 (Health Information Exchange Standards, Methods, and Models).....	3
Nursing 718 (Data Analytics 1).....	3
Nursing 719 (Informatics Research Seminar (2 semesters @ 1 credit hour each)	2
Nursing 720 (Health Information Technology Leadership)	1
Nursing 721 (System Design, Implementation, Evaluation, and Maintenance)	3
Nursing 722 (Facilitating and Assessing Learning in Non-Academic Settings).....	1
Nursing 724 (Data Analytics 2).....	3
Nursing 725 (Synthesis of Specialty Practice, Informatics).....	4
Nursing Informatics Courses Total	26
Minimum Requirements for MSN in this Major	38



Degree Requirements for MSN Students Who Matriculated Before the Fall 2014 Semester

For students who matriculated in the Master of Science in Nursing Program before the Fall 2014 semester (old curriculum), the master of science in nursing degree requires the completion of 36 to 60 credit hours, depending on the major selected. Curriculum requirements for all majors include four MSN core courses plus a research option, and courses specific to the major; each APRN major also requires completion of a set of clinical core courses. Some majors also include electives.

The MSN Program continues to offer all courses which must be taken by currently enrolled MSN students who matriculated before Fall 2014 semester in order to complete the degree in their chosen majors and specialties.

MSN Majors and Specialties

MSN majors offered to students who matriculated before the Fall 2014 semester include six APRN majors, three systems majors, and the nurse anesthesia (CRNA) major. MSN students in APRN majors have the option of adding a specialty to their course of study.

APRN Majors

For students who matriculated before the Fall 2014 semester, the MSN Program offers two groups of APRN majors as listed below. Students enrolled in adult-gerontology and family nurse practitioner majors take a different set of clinical core courses than students enrolled in pediatric and neonatal nurse practitioner majors.

APRN Majors (Adult-Gerontology and Family Nurse Practitioner)

- Adult-gerontology nurse practitioner – acute care
- Adult-gerontology nurse practitioner – primary care
- Family nurse practitioner

APRN Majors (Pediatric and Neonatal Nurse Practitioner)

- Pediatric nurse practitioner – acute care
- Pediatric nurse practitioner – primary care
- Neonatal nurse practitioner

Specialties for APRN Majors

Groupings of courses pertaining to an advanced practice specialty are available as specialties within certain APRN majors. MSN students who wish to include a clinical specialty in their course of study should consult their advisor and the lead faculty for the specialty in order to determine whether the specialty is appropriate for and available in their major. If so, courses from the specialty can be taken as electives in the major. The following specialties are currently available:

- Cardiology
- HIV/AIDS
- Oncology

Systems Majors

For students who matriculated before the Fall 2014 semester, the MSN degree is offered in three systems majors:

- Nursing and health care leadership
- Nursing education
- Nursing informatics

Nurse Anesthesia (CRNA) Major

The 60-credit MSN major in nurse anesthesia is being phased out; the last cohort of students was accepted in Spring 2014. Because completion of the MSN degree in this major requires 28 months of full-time study, Spring 2014 matriculants are still enrolled in this major. Courses required for completion of the major will continue to be offered until this cohort has completed the program.

Degree Requirements for MSN by Major and Specialty (Old Curriculum)

This section of the Bulletin provides a brief description and a coursework requirements table for each major and specialty in the new MSN curriculum.

Availability of Courses in the Old MSN Curriculum

The MSN Program is continuing to offer all courses which must be taken by currently enrolled MSN students who matriculated before the Fall 2014 semester in order to complete their matriculation plans and earn the MSN degree in their chosen majors and specialties. Courses from the old curriculum which were renumbered effective Fall 2015 semester are now listed in the coursework requirements tables under their new numbers. A table showing the conversion of old and new course numbers is located on the nursing.duke.edu website.

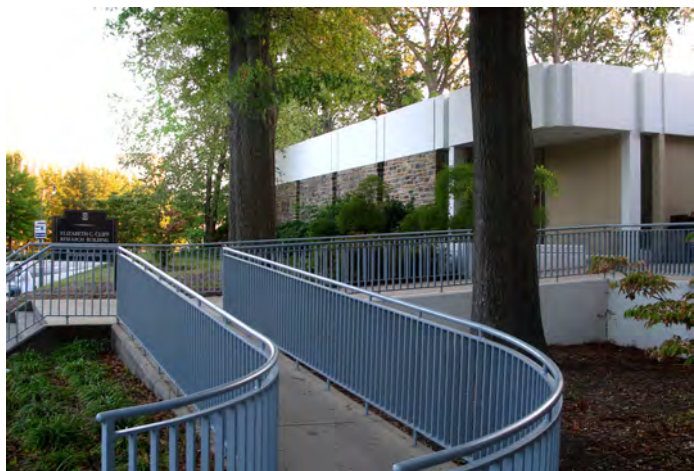
MSN: Required Core Courses

All students who matriculated in the MSN Program before the Fall 2014 semester must complete four required MSN core courses (all offered online) and one research option. All of these core courses are offered in online format. The required MSN core courses and all available research options are listed below.

Required MSN Core Courses and Research Options

Required MSN Core Courses	Credit Hours
Nursing 301 (Population-Based Approaches to Health Care).....	3
Nursing 303 (Health Services Program Planning and Outcomes Analysis)	3
Nursing 307 (Research Methods).....	3
Nursing 308 (Applied Statistics)	2
MSN Required Core Courses Total	11
Research Options (Select One)	Credit Hours
Nursing 312 (Research Utilization in Advanced Nursing Practice).....	3
Nursing 313 (Thesis).....	6
Nursing 314 (Non-thesis Option)	6
Nursing 574 (Directed Research).....	3-6
Minimum Required Credit Hours for Research Option	3
Minimum Credit Hours for Core Courses plus Research Option for MSN Majors	14

Note. This MSN curriculum requires completion of a minimum of 3 credit hours in the Research Options category. Students who select Nursing 313 (Thesis) or Nursing 314 (Nonthesis Option) as their research option are required to complete 6 research credit hours.



Degree Requirements for APRN Majors

Coursework requirements for all APRN majors, specialties, and systems majors in the old curriculum are provided below.

Adult-Gerontology and Family Nurse Practitioner APRN Majors: Overview

The adult-gerontology and family nurse practitioner APRN majors available to students who matriculated in the MSN Program before the Fall 2014 semester are: adult-gerontology nurse practitioner – acute care (AGNP-acute care), adult-gerontology nurse practitioner – primary care (AGNP-primary care), and family nurse practitioner (FNP). All students who matriculated in these APRN majors before the Fall 2014 semester are required to complete a set of five clinical core courses focused on nursing care of adults. These clinical core courses are listed below.

Clinical Core Courses Required for Adult-Gerontology and Family Nurse Practitioner APRN Majors

Clinical Core Courses	Credit Hours
Nursing 330 (Selected Topics in Advanced Pathophysiology)	3
Nursing 331 (Clinical Pharmacology and Interventions for Advanced Nursing Practice)	3
Nursing 332 (Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice).....	4
Nursing 333 (Managing Common Acute and Chronic Health Problems I)	3
Nursing 334 (Managing Common Acute and Chronic Health Problems II)	3
Clinical Core Courses (Adult-Gerontology and Family) Total	16

As a final synthesis experience, all MSN students enrolled in the adult-gerontology and family nurse practitioner APRN majors are required to complete a clinical practicum under the mentorship of an experienced clinician in their respective area of expertise. For each student who matriculated in any of these APRN majors before the Fall 2014 semester, this requirement is fulfilled by the nurse practitioner residency course specific to the student’s major.

The minimum number of credit hours required for completion of the MSN degree in the adult-gerontology and family nurse practitioner APRN majors ranges from 43 to 45 credit hours, depending on the major.

In both the old and the new curricula, the clinical experience requirements for the MSN in the adult/gerontology and family nurse practitioner APRN majors meet or exceed the requirements of national credentialing organizations such as the American Academy of Nurse Practitioners Certification Program (AANPCP), American Association of Colleges of Nursing (AACN), and American Nurses Credentialing Center (ANCC). Upon graduation, students are qualified to sit for the appropriate certification examination.



Old Curriculum

MSN

Adult-Gerontology Nurse Practitioner - Acute Care Major

APRN

- 43 credit hours, including 908 clinical hours

Adult-Gerontology Nurse Practitioner - Acute Care: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Core Courses (Adult-Gerontology and Family)	16
Nursing 442 (Sexual and Reproductive Health).....	2
Nursing 450 (Management of Critically Ill Adult Patients I).....	4
Nursing 451 (Management of Critically Ill Adult Patients II)	4
Nursing 458 (Nurse Practitioner Residency: Adult Acute Care)	3
Minimum Requirements for MSN in this Major	43

Adult-Gerontology Nurse Practitioner - Primary Care Major

APRN

- 43 credit hours, including 612 clinical hours

Adult-Gerontology Nurse Practitioner - Primary Care: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Core Courses (Adult-Gerontology and Family)	16
Nursing 442 (Sexual and Reproductive Health).....	2
Nursing 459 (Nurse Practitioner Residency: Adult Primary Care).....	3
Clinical Elective	3
Electives	5
Minimum Requirements for MSN in this Major	43

Family Nurse Practitioner Major

APRN

- 45 credit hours, including 816 clinical hours

Family Nurse Practitioner Major: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Core Courses (Adult-Gerontology and Family)	16
Nursing 441 (Child Health in Family Care)	4
Nursing 442 (Sexual and Reproductive Health).....	4
Nursing 449 (Nurse Practitioner Residency: Family).....	4
Elective	3
Minimum Requirements for MSN in this Major	45

Pediatric and Neonatal Nurse Practitioner APRN Majors: Overview

The pediatric and neonatal nurse practitioner APRN majors available to students who matriculated in the MSN Program before the Fall 2014 semester are: pediatric nurse practitioner – acute care (PNP–AC); pediatric nurse practitioner – primary care (PNP–PC), and neonatal nurse practitioner (NNP). All students who matriculated in these APRN majors before the Fall 2014 semester are required to complete a set of six clinical core courses (18 credit hours total) which focuses on pediatric/neonatal nursing care. These courses are listed below.

Clinical Core Courses Required for Pediatric and Neonatal APRN Majors

Clinical Core Courses (Pediatric and Neonatal APRN)	Credit Hours
Nursing 320 (Neonatal and Pediatric Pathophysiology).....	3
Nursing 321 (Neonatal and Pediatric Pharmacology)	3
Nursing 324 (Health Care of Infants and Children in Rural Settings).....	2
Nursing 336 (Pediatric Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice).....	4
Nursing 357 (Physiologic Monitoring and Advanced Practice Procedures)	3
Nursing 430 (Advanced Concepts in Pediatric Development and Behavior).....	3
Clinical Core Courses (Pediatric and Neonatal) Total	18

As a final synthesis experience, all MSN students enrolled in the pediatric and neonatal APRN majors are required to complete a clinical practicum under the mentorship of an experienced clinician in their respective area of expertise. For each student who matriculated in any of these APRN majors before the Fall 2014 semester, this requirement is fulfilled by the nurse practitioner residency course specific to the student’s major.

A minimum of 44 credit hours is required for completion of the MSN degree in each of the pediatric and neonatal APRN majors.

In both the old and the new curriculum, the clinical experience requirements for the MSN in the pediatric and neonatal APRN majors meet or exceed the requirements of national credentialing organizations such as the American Association of Colleges of Nursing (AACN), American Nurses Credentialing Center (ANCC), National Certification Corporation (NCC), and Pediatric Nursing Certification Board (PNCB). Upon graduation, students are qualified to sit for the appropriate certification examination.

Pediatric Nurse Practitioner - Acute Care Major

APRN

- 44 credit hours, including 608 clinical hours

Pediatric Nurse Practitioner - Acute Care: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Core Courses (Pediatric and Neonatal)	18
Nursing 426 (Managing Acute and Chronic Health Conditions in Children I)	4
Nursing 427 (Managing Acute and Chronic Health Conditions in Children II)	4
Nursing 428 (Nurse Practitioner Residency: Pediatric Acute Care).....	4
Minimum Requirements for MSN in this Major	44

Old Curriculum

MSN

Pediatric Nurse Practitioner - Primary Care Major

APRN

- 44 credit hours, including 608 clinical hours

Pediatric Nurse Practitioner - Primary Care: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Core Courses (Pediatric and Neonatal)	18
Nursing 322 (Common Pediatric Management Issues I)	4
Nursing 323 (Common Pediatric Management Issues II)	4
Nursing 439 (Nurse Practitioner Residency: Pediatrics)	4
Minimum Requirements for MSN in this Major	44

Neonatal Nurse Practitioner Major

APRN

- 44 credit hours, including 608 clinical hours

Neonatal Nurse Practitioner: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Core Courses (Pediatric and Neonatal)	18
Nursing 420 (Managing Acute and Chronic Health Conditions in the Newborn I).....	4
Nursing 421 (Managing Acute and Chronic Health Conditions in the Newborn II)	4
Nursing 423 (Nurse Practitioner Residency: Neonatal)	4
Minimum Requirements for MSN in this Major	44



Requirements for Completion of MSN Clinical Specialties

Cardiology, HIV/AIDS, and oncology nurse practitioner specialties are available for APRN majors who matriculated before the Fall 2014 semester. Coursework requirements for each specialty are listed below.

Cardiology Specialty

- 8 credit hours (minimum)

Cardiology Specialty: Requirements

Required Courses	Credit Hours
Nursing 460 (Advanced Management of Patients with Cardiovascular Diseases).....	3
Nursing 461 (Care Management of Patients with Selected Cardiovascular Illnesses).....	4
Nursing 469 (Nurse Practitioner Residency: Adult Cardiovascular).....	1-4
Minimum Requirements for Completion of Specialty	8

HIV/AIDS Specialty

- 12 credit hours

HIV/AIDS Specialty: Requirements

Required Courses	Credit Hours
Nursing 840 (Epidemiology and Pathogenesis of HIV/AIDS).....	1
Nursing 841 (Pharmacologic Aspects of HIV/AIDS)	1
Nursing 842 (Psychosocial, Political, Legal and Ethical Aspects of HIV/AIDS)	1
Nursing 843 (Clinical Care and Treatment Issues in HIV/AIDS)	2
Nursing 844 (Clinical Care and Treatment Issues in HIV/AIDS–Clinical)	3
Nursing 845 (Advanced Practice Nursing in Adult-Gerontology HIV/AIDS Primary Care Synthesis).....	4
Minimum Requirements for Completion of Specialty	12

Oncology Specialty

- 7 credit hours (minimum)

Oncology Specialty: Requirements

Required Courses	Credit Hours
Nursing 470 (Oncology Nursing I: Epidemiology and Pathophysiology).....	3
Nursing 471 (Oncology Nursing II: Symptom and Problem Management)	3
Nursing 479 (Nurse Practitioner Residency: Adult Oncology)	1-3
Minimum Requirements for Completion of Specialty	7

Degree Requirements by Major for Systems Majors

For students who matriculated before the Fall 2014 semester, the MSN Program offers advanced nursing degrees in three systems advanced practice majors: nursing and healthcare leadership, nursing education, and nursing informatics.

Nursing and Healthcare Leadership Major

Systems

- 36 credit hours

Nursing and Healthcare Leadership: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Nursing 352 (Business Writing in Healthcare)	1
Nursing 407 (Persuasive Presentations in Health Care).....	1
Nursing 408 (Effective Meeting Management in Health Care).....	1
Nursing 700 (Organizational Theory for Integrated Health Care Delivery Systems).....	3
Nursing 701 (Managing Complex Health Care Systems)	3
Nursing 702 (Principles of Business and Finance in Health Care)	3
Nursing 704 (Applied Health Care Economics for Nurses)	3
Nursing 705 (Health Care Operations: Human Resources, Quality, Law and Ethics)	3
Nursing 710 (Synthesis of Specialty Practice, Nursing and Healthcare Leadership).....	4
Minimum Requirements for MSN in this Major	36



Old Curriculum

MSN

Nursing Education Major

Systems

- 40 credit hours

Nursing Education: Requirements (Old Curriculum)

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Clinical Component	
Nursing 330 (Selected Topics in Advanced Pathophysiology)	3
Nursing 331 (Clinical Pharmacology and Interventions for Advanced Nursing Practice)	3
Nursing 730 (Advanced Concepts of Health Assessment)	2
Nursing 739 (Trends in Management of Major Health Problems).....	3
Nursing 740 (Practicum in Management of Major Health Problems)	1
Clinical Component Total	12
Nursing Education Courses	
Nursing 731 (Facilitating Student Learning)	2
Nursing 732 (Innovations in Clinical Teaching and Evaluation)	1
Nursing 733 (Integrating Technology into Nursing Education).....	1
Nursing 734 (Innovative Curriculum Development in Nursing).....	2
Nursing 735 (Educational Program Evaluation and Accreditation)	1
Nursing 736 (Test Construction and Item Analysis)	2
Nursing 737 (Using Qualitative Assessment and Evaluation Strategies)	1
Nursing 738 (Role of the Nurse Educator: Issues and Challenges)	1
Nursing 745 (Synthesis: Implementing the Nurse Educator Role).....	3
Nursing Education Courses Total	14
Minimum Requirements for MSN in this Major	40

Nursing Informatics Major

Systems

- 39 credit hours

Nursing Informatics: Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Nursing 409 (Overview of Health Care Information Systems).....	3
Nursing 412 (Health Systems Project Management).....	3
Nursing 414 (Data, Information, and Knowledge Representation)	3
Nursing 716 (Introduction to Health Informatics).....	3
Nursing 717 (Health Information Exchange Standards, Methods, & Models).....	3
Nursing 719 (Informatics Research Seminar: 4 semesters, 1 credit hour/semester)	4
Nursing 721 (System Design, Implementation, Evaluation and Maintenance)	3
Nursing 725 (Synthesis of Specialty Practice, Informatics).....	3
Minimum Requirements for MSN in this Major	39

Degree Requirements for Nurse Anesthesia (CRNA) Major

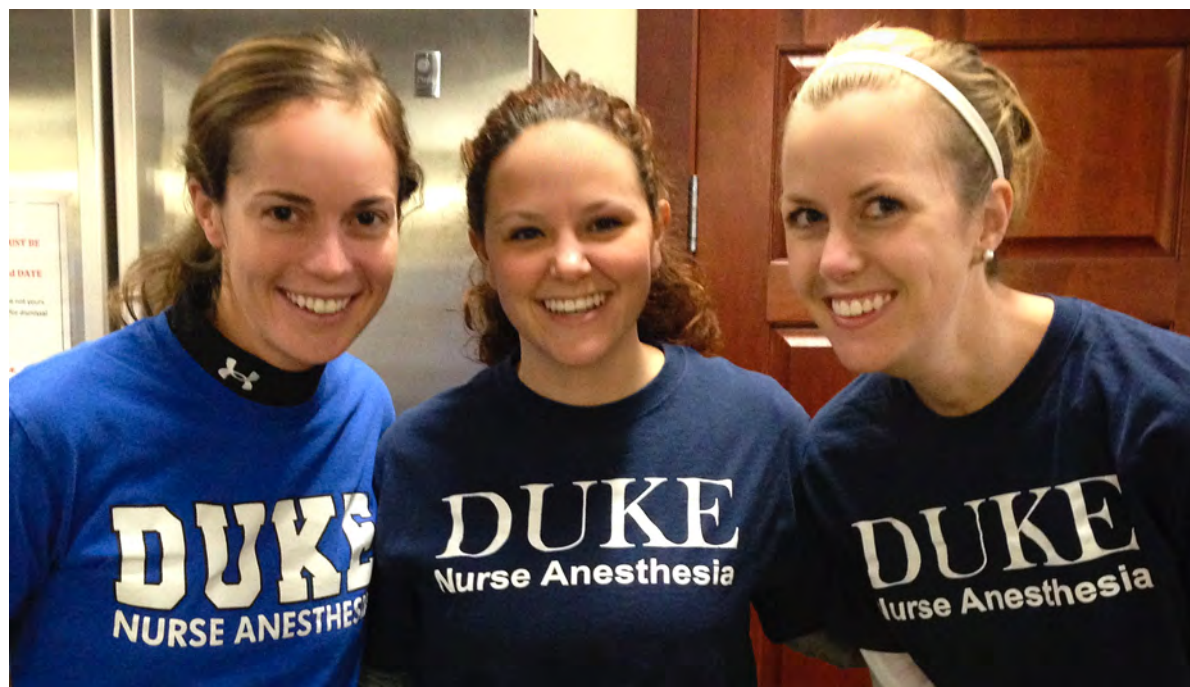
- 60 credit hours

The MSN nurse anesthesia major, a 28-month full-time program of study leading to the master of science in nursing degree, is available only to students who matriculated before the Fall 2014 semester. (Since the Fall 2014 semester, nurse anesthesia has been available only as a specialization within the DNP Program.)

The nurse anesthesia major integrates theory, research, physiology, pharmacology, pathophysiology, chemistry, and physics. Students enrolled in the nurse anesthesia major complete a minimum of 60 credit hours, including clinical experience exceeding the 550 cases required for national certification. The curriculum of the MSN nurse anesthesia (CRNA) major includes all nurse anesthesia courses required by the Council on Accreditation (COA) of the American Association of Nurse Anesthetists. Upon graduation, students are qualified to sit for the appropriate certification examination.

Nurse Anesthesia (CRNA): Requirements

Required Courses	Credit Hours
MSN Core Courses and Research (Minimum Requirement)	14
Nursing 925 (Advanced Physiology)	4
Nursing 926 (Pharmacology for Nurse Anesthetists)	3
Nursing 927 (Chemistry and Physics Related to Anesthesia)	3
Nursing 928 (Basic Principles of Anesthesia).....	3
Nursing 929 (Anesthesia Pharmacology)	3
Nursing 930 (Professional Aspects of Nurse Anesthesia Practice).....	3
Nursing 931(Advanced Principles of Anesthesia I)	4
Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I).....	3
Nursing 934 (Advanced Principles of Anesthesia II).....	3
Nursing 935 (Advanced Pathophysiology for Nurse Anesthetists II).....	3
Nursing 942-948 (Clinical Anesthesia Practicum, seven semesters at 2 credit hours per semester)	14
Minimum Requirements for MSN in this major	60





Doctor of Nursing Practice (DNP) Program Degree Requirements

The Duke [Doctor of Nursing Practice \(DNP\)](#) Program has two primary points of entry:

- **Post-BSN Entry** allows students who enroll in the DNP program after earning a bachelor's degree in nursing to prepare for an advanced practice role as part of their DNP Program. For these students, completion of the DNP degree requires a minimum of 71 to 83 credit hours post-BSN, depending on the advanced practice major selected.
- **Post-MSN Entry** allows students who enter the DNP program with an earned master's degree in nursing in an advanced practice major master's-prepared nurses to build upon their experience and education. For these students, completion of the DNP degree requires a minimum of 35 credit hours, including 6 credit hours of graduate electives and 5 credit hours of Nursing 975 (Capstone Project).

DNP courses are delivered either online or in a distance-based format (online with required on-campus executive sessions). On-campus sessions, which are two to three days in length, are typically scheduled once per semester.

The DNP capstone course (Nursing 975, Capstone Project) is the integrating course that brings together the practice and scholarship elements of the Doctor of Nursing Practice degree. The capstone project is a 4-5 semester scholarly project designed to address a practice issue affecting groups of patients, health care organizations, health care systems, or professional organizations. Students will work with clinics, inpatient units, hospitals or health care systems to assess, plan, implement, and evaluate an initiative jointly agreed upon by the practice setting, the student, and the student's advisory committee. For more information about the capstone project, consult the [2015-2016 Doctor of Nursing Practice \(DNP\) Program Student Handbook](#).

Courses in the DNP curriculum were renumbered effective for Fall 2015. A table showing the conversion of old and new course numbers is located on the nursing.duke.edu website.

A sample matriculation plan (for a student entering the DNP Program with the MSN degree in an advanced practice major) is shown below. In this plan, which requires the completion of 35 credit hours, the capstone project is scheduled over a period of four semesters.

Sample DNP Matriculation Plan for Post-MSN Entry Student with Advanced Practice Major

	Credit Hours
Year 1 Fall	
Nursing 960 (Evidence Based Practice I: Locating and Appraising)	3
Nursing 966 (Quantitative Analysis for Evaluating Health Care Practices)	3
Nursing 970 (Scholarly Writing).....	1
Term Total	7
Year 1 Spring	
Nursing 702 (Principles of Business and Finance in Health Care)	3
Nursing 961 (Evidence Based Practice II: Implementation and Evaluation)	3
Nursing 975 (DNP Capstone*)	1
Term Total	7
Year 1 Summer	
Nursing 963 (Data Driven Health Care Improvement)	3
Nursing 964 (Effective Leadership).....	3
Nursing 975 (DNP Capstone*)	2
Term Total	8
Year 2 Fall	
Nursing 962 (Transforming the Nation’s Health)	3
Nursing 975 (DNP Capstone*)	1
Elective	3
Term Total	7
Year 2 Spring	
Nursing 965 (Health Systems Transformation)	2
Nursing 975 (DNP Capstone*)	1
Elective	3
Term Total	6
Total Credit Hours (minimum requirements)	35

*Minimum of 5 capstone credit hours divided among 4 semesters depending on capstone project complexity required for degree.



DNP with Specialization in Nurse Anesthesia

The Duke DNP with specialization in nurse anesthesia integrates didactic and clinical experience to prepare nurse anesthesia clinical scholars who are skilled in anesthetic administration in a wide array of clinical settings to patients across the lifespan. It prepares graduates for translation of research and other evidence into clinical practice, measurement of patient outcomes, and transformation of health care systems to ensure quality and safety. The DNP is well defined and addresses the critical leadership skills needed to translate evidence-based care into practice, change systems of care, and measure outcomes of groups of patients, populations and communities. The first cohort of students in this new program enrolled in the Fall 2014 semester.

The Duke DNP with specialization in nurse anesthesia is a 36-month, full-time, on-campus program. The degree requires completion of an 83-credit-hour curriculum that integrates DNP and nurse anesthesia specialty courses, with courses taught on-campus and online. Part-time options are not available. The program culminates in completion of a capstone project addressing a process improvement/quality improvement/project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

All students must complete the following clinical minimum:

- 550 cases and didactic minimums
- Professional Aspects of Nurse Anesthesia Practice: 45 hours
- Anatomy, Physiology, Pathophysiology: 135 hours
- Pharmacology of Anesthetic Agents/ Adjuvant Drugs: 105 hours
- Principles of Anesthesia Practice: 105 hours
- Research: 30 hours

The DNP with specialization in nurse anesthesia prepares graduates for the national CRNA certification examination and provides a solid foundation for their career. All program graduates meet or exceed the minimum eligibility requirements to sit for the National Certification Examination (NCE) for nurse anesthetists. This exam is administered by the National Board for Certification & Recertification of Nurse Anesthetists.

A sample matriculation plan for a student in the DNP program with nurse anesthesia specialization is shown on the next page. The plan for this three-year (nine-semester), full-time, on-campus program requires the completion of 83 credit hours, including a capstone project.

Sample Matriculation Plan for DNP with Nurse Anesthesia Specialization

	Credit Hours
Year 1, Fall Semester	
Nursing 580 (Nurse as Scholar I: Science Development, Study Design and Statistics).....	3
Nursing 925 (Advanced Physiology)	4
Nursing 926 (Pharmacology for Nurse Anesthetists)	3
Nursing 927 (Chemistry and Physics Related to Anesthesia)	3
Nursing 964 (Effective Leadership).....	3
Term Total	16
Year 1, Spring Semester	
Nursing 581 (Nurse as Scholar II: Evidence-Based Practice)	3
Nursing 928 (Basic Principles of Anesthesia).....	3
Nursing 929 (Anesthesia Pharmacology)	3
Nursing 930 (Professional Aspects of Nurse Anesthesia Practice).....	3
Nursing 942 (Clinical Anesthesia Practicum I, semester 2: 1 day simulation lab/week)	1
Term Total	13
Year 1, Summer Semester	
Nursing 931 (Advanced Principles of Anesthesia I)	4
Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I)	3
Nursing 933 (Diagnostic Reasoning and Physical Assessment for Nurse Anesthetists).....	3
Nursing 943 (Clinical Anesthesia Practicum, semester 3: 2 days clinical/week)	1
Term Total	11
Year 2, Fall Semester	
Nursing 934 (Advanced Principles of Anesthesia II)	3
Nursing 935 (Advanced Pathophysiology Across the Lifespan for Nurse Anesthetists II)	3
Nursing 960 (Evidence Based Practice I: Locating, Appraising, and Synthesizing Evidence).....	3
Nursing 966 (Quantitative Methods for Evaluating Health Care Practices).....	3
Nursing 970 (Scholarly Writing).....	1
Nursing 944 (Clinical Anesthesia Practicum, semester 4: 2 days clinical/week)	1
Term Total	14
Year 2, Spring Semester	
Nursing 702 (Principles of Business and Finance in Health Care)	3
Nursing 961 (Evidence Based Practice II: Designing, Implementing, and Evaluating)	3
Nursing 945 (Clinical Anesthesia Practicum, semester 5: 3 days clinical/week)	2
Term Total	8
Year 2, Summer Semester	
Nursing 963 (Data Driven Health Care Improvements).....	3
Nursing 975 (DNP Capstone)	1
Nursing 946 (Clinical Anesthesia Practicum, semester 6: 4 days clinical/week)	2
Term Total	6
Year 3, Fall Semester	
Nursing 962 (Transforming the Nation's Health)	3
Nursing 975 (DNP Capstone)	2
Nursing 947 (Clinical Anesthesia Practicum, semester 7: 4 days clinical/week)	2
Term Total	7
Year 3, Spring Semester	
Nursing 965 (Health System Transformation)	2
Nursing 975 (DNP Capstone)	1
Nursing 948 (Clinical Anesthesia Practicum, semester 8: 4 days clinical/week)	2
Term Total	5
Year 3, Summer Semester	
Nursing 975 (DNP Capstone)	1
Nursing 949 (Clinical Anesthesia Practicum, semester 9: 4 days clinical/week)	2
Term Total	3
Total Credit Hours (minimum requirements)	83



PhD Program in Nursing: Degree Requirements

Coursework Requirements for All PhD Students

The PhD Program in Nursing requires a minimum of 47 credit hours of coursework prior to the dissertation.

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

This core will be expanded with elected statistics, research methods, and cognate courses in an outside field of study or minor area (12 credit hours) to be taken mainly outside of nursing in other Duke University departments. Electives may include one or more of the following PhD courses: Nursing 912 (Quantitative Observational Research Techniques), Nursing 913 (Advanced Qualitative Data Analysis for Trajectory Studies), Nursing 914 (Mixed Methods Research). The student will choose elective courses with the guidance and approval of the supervisory committee. In addition, the supervisory committee may require the student to take courses above the minimum if the student needs additional coursework to support the dissertation research plan.

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

Courses in the PhD curriculum were renumbered effective for Fall 2015. A table showing the conversion of old and new course numbers is located on the nursing.duke.edu website.

The sample PhD matriculation plan shown on the next page indicates the scheduling of the 47 credit hours of coursework that must be completed by all students in the PhD Program in Nursing. The final program requirement is the presentation of the dissertation (final dissertation defense) during the fourth or fifth year. All students will be expected to complete the PhD Program no later than year five.

PhD Program in Nursing Plan of Studies

Course Number and Name	Credit Hours
Year 1 Fall	
Nursing 901 (Philosophy of Science & Theory Development)	3
Nursing 902 (Quantitative Research Designs)	3
Nursing 907 (Overview of Chronic Illness & Care Systems)	3
Nursing 911 (Introductory Statistics)	3
Term Total	12
Year 1 Spring	
Nursing 903 (The General Linear Models).....	3
Nursing 906 (Qualitative Research Methodology)	3
Nursing 908 (Context of Chronic Illness & Care Systems).....	3
Term Total	9
Year 2 Fall	
Nursing 915 (Measurement Theory and Practice)	3
Nursing 920 (Integrated Research Practicum)	1
Elective	3
Elective	3
Term Total	10
Year 2 Spring	
Nursing 905 (Longitudinal Methods)	3
Nursing 909 (Intervention Research Methods in Health Care).....	3
Elective	3
Elective	3
Term Total	12
Preliminary (Admission to PhD Candidacy) Exam (written and oral): End of Year 2 or Fall of Year 3	
Year 3 Fall	
Nursing 910 (Doctoral Seminar in Nursing Science Dissertation)	3
Nursing 921 (Doctoral Mentored Teaching Practicum).....	1
Term Total	4
Year 3 Spring	
Dissertation	0
Term Total	0
Proposal Defense (written and oral) beginning Year 3 (Fall semester)	
Total Credit Hours (minimum requirements)	47
Year 4 (Optional)	

Additional Requirements of the PhD Program

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

Requirements of the Graduate School of Duke University

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

- submit an annual report on progress toward the PhD degree to the appropriate representative(s) of the student's PhD program (in this case, the PhD Program in Nursing);
- complete ongoing training in the [Responsible Conduct of Research](#);
- pass the preliminary (admission to PhD candidacy) examination – the student will not be accepted as a candidate for the PhD degree until this requirement is fulfilled;
- submit the doctoral dissertation and pass the final oral examination on the dissertation, in accordance with the [Degree Requirements and Regulations](#) section of the Duke University Graduate School website, and in the [2015-2016 Bulletin of the Duke University Graduate School](#); and
- comply with all other requirements specified in the [2015-2016 Bulletin of the Duke University Graduate School](#).

Requirements Specific to the PhD Program in Nursing

Scholarly Portfolio. In addition to coursework and the dissertation, the PhD Program in Nursing requires development of the student's scholarly portfolio. Additional information about this requirement is provided in the [PhD in Program in Nursing Graduate Student Handbook for 2015-2016](#).

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

- Preliminary (admission to PhD candidacy) examination
- Dissertation proposal defense
- Final oral dissertation defense

For comprehensive descriptions of these examinations and the benchmarks for student progress in the PhD Program consult the PhD Program in Nursing Graduate Student Handbook for 2015-2016, or contact the PhD Program coordinator by e-mail at revonda.huppert@duke.edu or by phone at (919) 668-4797.



Photo by Lauren Hagedorn, Trinity College of Arts & Sciences, Class of 2017

Post-Graduate Certificate (PGC) Option: For Students Matriculating in the Fall 2014 Semester or Later

For students matriculating in the Fall 2014 semester or later, the post-graduate certificate in nursing (PGC) option provides opportunities for students who already have a Master's degree from an NLNAC or CCNE accredited school of nursing to gain specialized knowledge in a variety of majors and clinical specialties offered by the School of Nursing. Completion of the post-graduate certificate will be documented in the student's academic transcript.

PGC: Majors and Specialties

The post-graduate certificate option offers education in a comprehensive selection of APRN majors and systems advanced practice majors. Certified nurse practitioners also have the option to earn a post-graduate certificate in one of four clinical specialties.

PGC: APRN Majors

- Adult-gerontology nurse practitioner–acute care
- Adult-gerontology nurse practitioner–primary care
- Family nurse practitioner
- Pediatric nurse practitioner–acute care
- Pediatric nurse practitioner–primary care
- Neonatal nurse practitioner
- Women's health nurse practitioner

PGC: Clinical Specialties for Certified Nurse Practitioners

- Cardiology
- HIV/AIDS
- Oncology
- Orthopedics

PGC: Systems Majors

- Nursing and health care leadership
- Nursing education for nurse practitioners
- Nursing informatics

PGC Certificate Requirements by Major and Specialty

Post-graduate certificate (PGC) students must successfully complete graduate didactic and clinical requirements of an academic graduate nurse practitioner program through a formal graduate-level certificate or degree-granting graduate-level nurse practitioner program in the desired area of practice. PGC students are expected to master the same outcome criteria as nurse practitioner students in the graduate degree-granting program. PGC students in APRN majors who are not already nurse practitioners will be required to complete all certification requirements and a minimum of 500 supervised, direct patient care clinical hours.

An individual analysis of prior education will be completed for each post-graduate certificate candidate. To identify gaps in academic preparation for the desired PGC major or specialty, the candidate's previous academic work will be evaluated in the context of the full requirements for the corresponding major or specialty in the MSN curriculum. After this analysis, the coursework required for completion of the post-graduate certificate will be determined on an individual basis. Therefore, the total number of credit hours required to complete the certificate in any given PGC major or specialty will vary, depending on the nature and extent of gaps in each student's previous academic experience.

Additional information about the PGC certificate program will be made available through the Duke University School of Nursing website.



PGC: APRN Majors

Post-graduate certificate majors are currently available to prepare the student who already has a master's or higher degree in nursing (or a related field with a primary focus on nursing) for advanced practice as an adult-gerontology–acute care nurse practitioner, adult-gerontology–primary care nurse practitioner, family nurse practitioner, pediatric nurse practitioner–acute care, pediatric nurse practitioner–primary care, neonatal nurse practitioner or women's health nurse practitioner. The coursework required for a post-graduate certificate in each major will be determined on an individual basis after an individual analysis of prior education. The PGC students in the APRN majors who are not already nurse practitioners will be required to complete all certification requirements and a minimum of 500 supervised, direct patient care clinical hours.

PGC: Adult-Gerontology and Family Nurse Practitioner APRN Majors: Overview

Post-graduate certificate majors are available to prepare the student who already has a master's or higher degree in nursing (or a related field with a primary focus on nursing) for advanced practice in adult-gerontology–acute care (AGNP–acute care), adult-gerontology–primary care (AGNP–primary care), and family nurse practitioner (FNP). Brief descriptions of the post-graduate certificate in these majors are provided below.

PGC: Adult-Gerontology Nurse Practitioner - Acute Care Major

The post-graduate certificate in the adult-gerontology nurse practitioner– acute care major is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care of adult and gerontological patients across a variety of acute care settings.

PGC: Adult-Gerontology Nurse Practitioner - Primary Care Major

The post-graduate certificate in the adult-gerontology nurse practitioner – primary care major is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care of adult and gerontological patients across a variety of primary care settings.

PGC: Family Nurse Practitioner Major

The post-graduate certificate in the family nurse practitioner major is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care to persons of all ages in primary care settings.

PGC: Pediatric and Neonatal Nurse Practitioner Majors: Overview

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

Post-graduate certificates are offered in the following pediatric/neonatal APRN majors: pediatric nurse practitioner–acute care (PCP–AC), pediatric nurse practitioner–primary care (PCP–PC), and neonatal nurse practitioner (NNP). Brief descriptions of the post-graduate certificate in these majors are provided below.

PGC: Pediatric Nurse Practitioner - Acute Care Major

This post-graduate certificate in the pediatric nurse practitioner – acute care major is designed to prepare nurses with a master of science in nursing degree for advanced practice in providing nursing care to pediatric patients in acute care settings.

PGC: Pediatric Nurse Practitioner - Primary Care Major

This post-graduate certificate is designed to prepare nurses with an MSN degree for advanced practice in providing comprehensive primary healthcare to children of all ages.

PGC: Neonatal Nurse Practitioner Major

This post-graduate certificate is designed to prepare nurses with an MSN degree for advanced practice in providing care for low- and high-risk neonates and their families in a variety of settings.



PGC: Clinical Specialties for Certified Nurse Practitioners

Certified nurse practitioners may complete a post-graduate certificate in one of the following clinical specialties:

- Cardiology
- HIV/AIDS
- Oncology
- Orthopedics

PGC students in these specialties may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment. A brief description of each specialty are provided below.

PGC: Cardiology Specialty

This post-graduate certificate is designed to prepare certified nurse practitioners for advanced practice in adult cardiovascular nursing.

PGC: HIV/AIDS Specialty

The HIV/AIDS specialty post-graduate certificate is available to MSN-prepared licensed and certified nurse practitioners. The curriculum is distance-based and features didactic instruction in HIV/AIDS pathophysiology, pharmacotherapy, psychosocial issues, and clinical management, with visits to the Duke campus each semester for inter-professional learning intensives.

PGC: Oncology Specialty

This post-graduate certificate is designed to prepare certified nurse practitioners for advanced practice in oncology nursing.

PGC: Orthopedics Specialty

This post-graduate certificate is will help to build the foundation for solid practice for those NP students aspiring to enter musculoskeletal care. NPs already engaged in orthopedic practice will find this series of courses instrumental in filling in those foundational gaps allowing for advancement of their practice.

PGC: Systems Advanced Practice Majors

Post-graduate certificate systems majors are available to prepare students who already have a master's degree for advanced practice in nursing and healthcare leadership, nursing education, and nursing informatics.

PGC: Nursing and Healthcare Leadership Major

The post-graduate certificate in nursing informatics prepares students who already have a master's degree for advanced practice in nursing and healthcare leadership.

PGC: Nursing Education Major

The post-graduate certificate in nursing informatics prepares individuals who already have a master's degree in nursing for the nurse educator role in academic or staff development settings. Students who are not nurse practitioners will be required to take several core clinical courses in order to complete the requirements for a PGC in this major.

PGC: Nursing Informatics Major

The post-graduate certificate in nursing informatics prepares students who already have a master's degree for advanced practice in nursing informatics.



Post-Master's Certificate in Nursing (PMC) Option: For Students Who Matriculated Before the Fall 2014 Semester

For students who matriculated before the Fall 2014 semester who already have a master's degree, the [Post-Master's Certificate \(PMC\)](#) option provides opportunities to gain specialized knowledge within a major offered by the 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. Completion of the post-master's certificate will be documented in the student's academic transcript.

The post-master's certificate option is available only to students who matriculated before the Fall 2014 semester and is being phased out. (For students matriculating in the Fall 2014 semester or later, the post-graduate certificate option replaces the post-master's certificate option.) The School of Nursing is continuing to offer the courses which must be taken by currently enrolled post-master's certificate students to complete their matriculation plans and earn their certificates. Courses from the old curriculum which were renumbered effective Fall 2015 semester are now listed in the coursework requirements tables under their new numbers. A table showing the conversion of old and new course numbers is located on the nursing.duke.edu website.

PMC: Majors and Specialties

For students who matriculated before the Fall 2014 semester, the post-master's certificate option offers education in a comprehensive selection of clinical and non-clinical advanced practice majors.

PMC: APRN Majors

- adult-gerontology nurse practitioner – acute care
- adult-gerontology nurse practitioner – acute care for certified NP's
- adult-gerontology nurse practitioner – primary care
- family nurse practitioner
- pediatric nurse practitioner – acute care
- pediatric nurse practitioner – acute care for certified PNP's
- pediatric nurse practitioner – primary care
- neonatal nurse practitioner

PMC: Specialties for Certified Nurse Practitioners

- cardiology
- HIV/AIDS
- oncology

PMC: Systems Majors

- nursing and health care leadership
- nursing education
- nursing informatics

PMC: Nurse Anesthesia Major

- nurse anesthesia/CRNA (this major is being phased out)

PMC Certificate Requirements by Major and Specialty

For the benefit of these currently enrolled PMC students, coursework requirements for completion of the PMC in each major and specialty are listed in the following section.

PMC: APRN Majors

The School of Nursing continues to support the post-master’s certificate option for all students who matriculated in the APRN majors before the Fall 2014 semester. The School of Nursing continues to offer the courses which these students must take in order to complete their matriculation plans and earn their certificates. Coursework requirements and brief descriptions for the post-master’s certificates in all APRN majors are listed below.

PMC: Adult-Gerontology and Family Nurse Practitioner APRN Majors: Overview

These post-master’s certificate (PMC) majors were designed to prepare the student who already has a master’s or higher degree in nursing (or a related field with a primary focus on nursing) for advanced practice as an adult-gerontology or family practice nurse practitioner.

Post-master's certificates available to students who matriculated before the Fall 2014 semester in the following majors include: adult-gerontology nurse practitioner – acute care, adult-gerontology nurse practitioner – acute care for certified NPs, adult-gerontology nurse practitioner – primary care, and family nurse practitioner.

PMC: Adult-Gerontology Nurse Practitioner - Acute Care Major

- 29 credit hours

This post-master’s certificate is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care of adult and gerontological patients across a variety of acute care settings.

Adult-Gerontology Nurse Practitioner - Acute Care Major: PMC Requirements

Required Courses	Credit Hours
Nursing 330 (Selected Topics in Advanced Pathophysiology)	3
Nursing 331 (Clinical Pharmacology and Interventions for Advanced Nursing Practice)	3
Nursing 332 (Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice).....	4
Nursing 333 (Managing Common Acute and Chronic Health Problems I)	3
Nursing 334 (Managing Common Acute and Chronic Health Problems II)	3
Nursing 442 (Sexual and Reproductive Health).....	2
Nursing 450 (Management of Critically Ill Adult Patients I).....	4
Nursing 451 (Management of Critically Ill Adult Patients II)	4
Nursing 458 (Nurse Practitioner Residency: Adult Acute Care)	3
Minimum Requirements for PMC in this major	29

PMC: Adult-Gerontology Nurse Practitioner - Acute Care for Certified NP's Major

- 17 credit hours

This post-master's certificate is designed to prepare certified nurse practitioners for advanced practice in adult acute care nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

Adult-Gerontology Nurse Practitioner - Acute Care for Certified NP's: PMC Requirements

Required Courses	Credit Hours
Nursing 450 (Management of Critically Ill Adult Patients I).....	4
Nursing 451 (Management of Critically Ill Adult Patients II)	4
Nursing 458 (Nurse Practitioner Residency: Adult Critical Care).....	3
Electives	6
Minimum Requirements for PMC in this major	
	17

PMC: Adult-Gerontology Nurse Practitioner - Primary Care Major

- 27 credit hours

This post-master's certificate is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care of adult and gerontological patients across a variety of primary care settings.

Adult-Gerontology Nurse Practitioner - Primary Care: PMC Requirements

Required Courses	Credit Hours
Nursing 330 (Selected Topics in Advanced Pathophysiology)	3
Nursing 331 (Clinical Pharmacology and Interventions for Advanced Nursing Practice)	3
Nursing 332 (Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice).....	4
Nursing 333 (Managing Common Acute and Chronic Health Problems I)	3
Nursing 334 (Managing Common Acute and Chronic Health Problems II).....	3
Nursing 442 (Sexual and Reproductive Health).....	2
Nursing 459 (Nurse Practitioner Residency: Adult Primary Care).....	3
Clinical Elective	3
Elective	3
Minimum Requirements for PMC in this major	
	27

PMC: Family Nurse Practitioner Major

- 28 credit hours

This post-master's certificate is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care to persons of all ages in primary care settings.

Family Nurse Practitioner: PMC Requirements

Required Courses	Credit Hours
Nursing 330 (Selected Topics in Advanced Pathophysiology)	3
Nursing 331 (Clinical Pharmacology and Interventions for Advanced Nursing Practice)	3
Nursing 332 (Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice).....	4
Nursing 333 (Managing Common Acute and Chronic Health Problems I)	3
Nursing 334 (Managing Common Acute and Chronic Health Problems II).....	3
Nursing 441 (Child Health in Family Care)	4
Nursing 442 (Sexual and Reproductive Health).....	4
Nursing 449 (Nurse Practitioner Residency: Family).....	4
Minimum Requirements for PMC in this major	28

PMC: Pediatric and Neonatal Nurse Practitioner APRN Majors: Overview

These post-master's certificate (PMC) majors were designed to prepare the student who already has a master's or higher degree in nursing (or a related field with a primary focus on nursing) for advanced practice as a nurse practitioner in pediatric acute care, pediatric primary care, and neonatal care. Students may be required to take additional coursework beyond the minimum requirement for the major if their MSN programs did not include essential pediatric-focused content in pathophysiology, physical assessment, pharmacology, physiological monitoring, development, and access to care issues for children/families.

Post-master's certificates available to students who matriculated before the Fall 2014 semester to prepare them for advanced practice in the pediatric/neonatal APRN majors include: pediatric nurse practitioner–acute care, pediatric nurse practitioner–acute care for certified PNP's, pediatric nurse practitioner–primary care, and neonatal nurse practitioner. The School of Nursing continues to offer the courses which these students must take in order to complete their matriculation plans and earn their certificates.

PMC: Pediatric Nurse Practitioner - Acute Care Major

- 30 credit hours

This post-master's certificate is designed to prepare nurses with an MSN degree for advanced practice in providing nursing care to pediatric patients in acute care settings.

Pediatric Nurse Practitioner - Acute Care: PMC Requirements

Required Courses	Credit Hours
Nursing 320 (Neonatal and Pediatric Pathophysiology).....	3
Nursing 321 (Neonatal and Pediatric Pharmacology)	3
Nursing 324 (Health Care of Infants and Children in Rural Settings).....	2
Nursing 336 (Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice).....	4
Nursing 357 (Physiologic Monitoring and Advanced Practice Procedures)	3
Nursing 430 (Advanced Concepts in Pediatric Development and Behavior).....	3
Nursing 426 (Managing Acute and Chronic Health Conditions in Children I)	4
Nursing 427 (Managing Acute and Chronic Health Conditions in Children II)	4
Nursing 428 (Nurse Practitioner Residency: Pediatric Acute Care).....	4
Minimum Requirements for PMC in this major	30

PMC: Pediatric Nurse Practitioner - Acute Care for Certified PNP's Major

- 12 credit hours

The post-master's certificate in this major is designed to prepare certified pediatric nurse practitioners for advanced practice in pediatric acute care.

Pediatric Nurse Practitioner - Acute Care for Certified PNP's: PMC Requirements

Required Courses	Credit Hours
Nursing 426 (Managing Acute and Chronic Health Conditions in Children I)	4
Nursing 427 (Managing Acute and Chronic Health Conditions in Children II)	4
Nursing 428 (Nurse Practitioner Residency: Pediatric Acute Care).....	4
Minimum Requirements for PMC in this major	12

PMC: Pediatric Nurse Practitioner - Primary Care Major

- 30 credit hours

This post-master's certificate is designed to prepare nurses with an MSN degree for advanced practice in providing comprehensive primary healthcare to children of all ages.

Pediatric Nurse Practitioner - Primary Care: PMC Requirements

Required Courses	Credit Hours
Nursing 320 (Neonatal and Pediatric Pathophysiology).....	3
Nursing 321 (Neonatal and Pediatric Pharmacology)	3
Nursing 322 (Common Pediatric Management Issues I)	4
Nursing 323 (Common Pediatric Management Issues II).....	4
Nursing 324 (Health Care of Infants and Children in Rural Settings).....	2
Nursing 336 (Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice).....	4
Nursing 357 (Physiologic Monitoring and Advanced Practice Procedures)	3
Nursing 430 (Advanced Concepts in Pediatric Development and Behavior).....	3
Nursing 439 (Nurse Practitioner Residency: Pediatrics)	4
Minimum Requirements for PMC in this major	30

PMC: Neonatal Nurse Practitioner Major

- 30 credit hours

This post-master's certificate is designed to prepare nurses with an MSN degree for advanced practice in providing care for low- and high-risk neonates and their families in a variety of settings.

Requirements: Neonatal Nurse Practitioner

Required Courses	Credit Hours
Nursing 320 (Neonatal and Pediatric Pathophysiology).....	3
Nursing 321 (Neonatal and Pediatric Pharmacology)	3
Nursing 324 (Health Care of Infants and Children in Rural Settings).....	2
Nursing 336 (Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice)}.....	4
Nursing 357 (Physiologic Monitoring and Advanced Practice Procedures)	3
Nursing 420 (Managing Acute and Chronic Health Conditions in the Newborn I).....	4
Nursing 421 (Managing Acute and Chronic Health Conditions in the Newborn II)	4
Nursing 423 (Nurse Practitioner Residency: Neonatal)	4-6
Nursing 430 (Advanced Concepts in Pediatric Development and Behavior).....	3
Minimum Requirements for PMC in this major	30

PMC: Clinical Specialties for Certified Nurse Practitioners

Post-master’s certificates in cardiology, HIV/AIDS, and oncology specialties are available for MSN students who matriculated before the Fall 2014 semester. Completion of the post-master’s certificate will be documented in the student’s academic transcript. The School of Nursing continues to offer the courses which these students must take in order to complete their matriculation plans and earn their certificates. Coursework requirements for completion of the PMC in each specialty are listed below.

PMC: Cardiology Specialty

- 16 credit hours minimum

This post-master’s certificate is designed to prepare certified nurse practitioners for advanced practice in adult cardiovascular nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

Cardiology Specialty for Certified NPs: PMC Requirements

Required Courses	Credit Hours
Nursing 460 (Advanced Management of Patient with Cardiovascular Diseases)	3
Nursing 461 (Care Management of Patients with Selected Cardiovascular Illnesses).....	4
Nursing 469 (Nurse Practitioner Residency: Adult Cardiovascular).....	3
Electives	6
Minimum Requirements for PMC in this Specialty	16

PMC: HIV/AIDS Specialty

- 12 credit hours

The HIV/AIDS specialty post-master’s certificate is available to licensed and certified nurse practitioners, who can earn a certificate of completion through the non-degree enrollment option. The distance-based specialty curriculum includes 12 credits of foundational and clinical courses that address the prevention, care and treatment of adults living with HIV infection and AIDS, including those dually diagnosed with HIV and hepatitis B or C. A minimum of 392 clinical hours is required for completion of the specialty. The final synthesis course includes a HIV-specific clinical practicum in or near the student’s home community under the mentorship of an experienced clinician in the specialty.

HIV/AIDS Specialty for Certified NPs: PMC Requirements

Required Courses	Credit Hours
Nursing 840 (Epidemiology and Pathogenesis of HIV/AIDS).....	1
Nursing 841 (Pharmacologic Aspects of HIV/AIDS)	1
Nursing 842 (Psychosocial, Political, Legal and Ethical Aspects of HIV/AIDS)	1
Nursing 843 (Clinical Care and Treatment Issues in HIV/AIDS)	2
Nursing 844 (Clinical Care and Treatment Issues in HIV/AIDS)	3
Nursing 845 (Advanced Practice Nursing in Adult-Gerontology HIV/AIDS Primary Care Synthesis).....	4
Minimum Requirements for PGC in this Specialty	12

PMC: Oncology Specialty

- 15 credit hours

This post-master's certificate is designed to prepare certified nurse practitioners for advanced practice in oncology nursing. Students may be required to take additional coursework beyond the minimum requirement if their MSN programs did not include essential content in pharmacology, pathophysiology, and physical assessment.

Oncology Specialty for Certified NPs: PMC Requirements

Required Courses	Credit Hours
Nursing 470 (Oncology Nursing I. Epidemiology and Pathophysiology).....	3
Nursing 471 (Oncology Nursing II. Symptom and Problem Management)	3
Nursing 479 (Nurse Practitioner Residency: Adult Oncology)	3
Electives	6
Minimum Requirements for PMC in this Specialty	
	15



PMC: Systems Advanced Practice Majors

The School of Nursing continues to support the post-master’s certificate option for all students who matriculated in the systems majors before the Fall 2014 semester. Post-master’s certificate systems majors are available to prepare students who already have a master’s degree for advanced practice in nursing and healthcare leadership, nursing education, and nursing informatics. Coursework requirements and brief descriptions for the post-master’s certificates in the three systems majors are listed below.

PMC: Nursing and Healthcare Leadership Major

- 16 credit hours

The post-master’s certificate in nursing informatics prepares students who already have a master’s degree for advanced practice in nursing and healthcare leadership.

Nursing and Healthcare Leadership: PMC Requirements

Required Courses	Credit Hours
Nursing 700 (Organizational Theory for Integrated Health Care Delivery Systems).....	3
Nursing 701 (Managing Complex Health Care Systems)	3
Nursing 702 (Principles of Business and Finance in Health Care)	3
Nursing 804 (Health Economics)	3
Nursing 720 (Synthesis of Specialty Practice, Nursing and Healthcare Leadership).....	4
Minimum Requirements for PMC in this Major	16



PMC: Nursing Education Major

- 17 credit hours for nurse practitioners
- 26 credit hours for non-nurse practitioners

The post-master’s certificate in nursing informatics prepares individuals who already have a master’s degree in nursing for the nurse educator role in academic or staff development settings. Students who are not nurse practitioners are required to complete nine credit hours of clinical courses, as shown below.

Nursing Education: PMC Requirements

Required Courses	Credit Hours
Nursing 731 (Facilitating Student Learning)	2
Nursing 732 (Innovations in Clinical Teaching and Evaluation)	1
Nursing 733 (Integrating Technology into Nursing Education).....	1
Nursing 734 (Innovative Curriculum Development in Nursing).....	2
Nursing 735 (Educational Program Evaluation and Accreditation)	1
Nursing 736 (Test Construction and Item Analysis)	2
Nursing 737 (Using Qualitative Assessment and Evaluation Strategies)	1
Nursing 738 (Role of the Nurse Educator: Issues and Challenges)	1
Nursing 739 (Trends in Management of Major Health Problems).....	3
Nursing 745 (Synthesis: Implementing the Nurse Educator Role).....	3
Minimum Requirements for Completion of PMC in this Major by Nurse Practitioners	17

Additional Requirements for PMC in Nursing Education for Students Who Are Not Nurse Practitioners:

Nursing 330 (Selected Topics in Advanced Pathophysiology)	3
Nursing 331 (Clinical Pharmacology and Interventions for Advanced Nursing Practice)	3
Nursing 730 (Advanced Concepts of Health Assessment)	2
Nursing 740 (Practicum in Chronic Illness, Acute Illness and Health Promotion).....	1
Total Additional Requirements for Non-Nurse Practitioners	9
Minimum Requirements for Completion of PMC in this Major by Non-Nurse Practitioners	26

PMC: Nursing Informatics Major

- 18 credit hours

The post-master’s certificate in nursing informatics prepares students who already have a master’s degree for advanced practice in nursing informatics.

Nursing Informatics: PMC Requirements

Required Courses	Credit Hours
Nursing 715 (Database Systems in Healthcare: Design, Management and Connectivity)	3
Nursing 716 (Introduction to Health Informatics).....	3
Nursing 717 (Health Information Exchange Standards, Methods, and Models).....	3
Nursing 718 (Data Analytics 1).....	3
Nursing 721 (System Design, Implementation, Evaluation, & Maintenance)	3
Nursing 725 (Synthesis of Specialty Practice, Informatics).....	3
Minimum Requirements for PMC in this Major	18

PMC: Nurse Anesthesia (CRNA) Major

- 46 credit hours

The post-master’s certificate in nurse anesthesia, which prepares students who already have a master’s degree in nursing for advanced practice in nurse anesthesia, is being phased out and is no longer accepting applicants. However, the courses required for this certificate will continue to be offered until all currently enrolled students have completed the curriculum.

Nurse Anesthesia (CRNA) Major: PMC Requirements

Required Courses	Credit Hours
Nursing 925 (Advanced Physiology)	4
Nursing 926 (Pharmacology of Anesthetic Agents)	3
Nursing 927 (Chemistry and Physics Related to Anesthesia)	3
Nursing 928 (Basic Principles of Anesthesia).....	3
Nursing 929 (Anesthesia Pharmacology)	3
Nursing 930 (Professional Aspects of Nurse Anesthesia Practice).....	3
Nursing 931 (Advanced Principles of Anesthesia I)	4
Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I).....	3
Nursing 934 (Advanced Principles of Anesthesia II).....	3
Nursing 935 (Advanced Pathophysiology for Nurse Anesthetists II).....	3
Nursing 942-948 (Clinical Anesthesia Practicum, seven semesters at 2 credit hours per semester)	14
Minimum Requirements for PMC in this major	46



Specialty Certificates: Requirements

The Duke University School of Nursing offers certificates through the Non-degree Enrollment Option for four specialties:

- cardiology
- HIV/AIDS
- oncology
- orthopedics

Brief descriptions of each specialty certificate are provided below.

Cardiology Specialty Certificate

- 8 credit hours, including 168 clinical hours

The cardiology specialty offers students the opportunity to become expert clinicians in the care of individuals with cardiovascular disease. The online coursework includes content from the American College of Cardiology Core Curriculum and incorporates the latest evidence based knowledge in the field. On-campus intensives provide students opportunities to engage with cardiovascular clinicians and inquire about novel research and innovative practice. As a synthesis, the student participates in clinical practice under the mentorship of an expert clinician in a cardiology specialty.

Coursework and clinical experiences prepare graduates to practice in both inpatient and outpatient cardiovascular settings across the country. The specialty courses provide the requisite knowledge and skills to demonstrate expertise in cardiovascular care. Upon successful completion of this program students have found employment in general cardiology, electrophysiology, heart failure, cardiac transplant, vascular and lipid specialties.

Nurse practitioners with an MSN degree or higher from a regionally accredited institution and nurse practitioner students from other regionally accredited colleges or universities interested in earning a certificate in this specialty should follow instructions for the [Non-degree Enrollment Option](#). Enrollment decisions are made by the lead faculty of the specialty based on space availability.

The cardiology specialty is also open to admitted/currently enrolled students in specific APRN majors of the Duke MSN Program and DNP Program. A Duke MSN or DNP student who completes the cardiology specialty curriculum will not earn a certificate; instead, a designation denoting completion of the cardiology specialty will be added to the student's transcript.

Cardiology Specialty Certificate: Requirements

Required Courses

Credit Hours

Nursing 801 (Advanced Practice Nursing: Cardiovascular Specialty I).....	3
Nursing 802 (Advanced Practice Nursing: Cardiovascular Specialty II)	2
Nursing 805 (Advanced Practice Nursing in Adult-Gerontology Cardiovascular Synthesis).....	3
Minimum Requirements for Completion of Specialty Certificate	8

HIV/AIDS Specialty Certificate

- 12 credit hours, including 392 clinical hours

The HIV/AIDS specialty is designed to fulfill the goals of the National HIV/AIDS Strategy to reduce the number of new infections, help people with HIV stay healthy by increasing their access to care, and reduce HIV-related health disparities. The distance-based specialty curriculum includes 12 credit hours of foundational and clinical courses that address the prevention, care, and treatment of adults living with HIV infection and AIDS, including those dually diagnosed with HIV and hepatitis B or C. A minimum of 392 clinical hours is required for completion of the specialty. The final synthesis course includes a HIV-specific clinical practicum in or near the student's home community under the mentorship of an experienced clinician in the specialty.

The HIV specialty prepares students to manage the full spectrum of primary health care needs of HIV-infected adolescents and adults in a variety of outpatient clinical settings such as community health centers, Ryan White-funded HIV clinics, infectious disease specialty clinics, health department clinics, and academic medical centers.

The Duke University School of Nursing offers a certificate in the HIV/AIDS specialty to licensed health care providers with a master's degree or higher from a regionally accredited institution (e.g., MSN-prepared nurse practitioners, physician assistants, MDs). Licensed providers interested in the HIV/AIDS specialty certificate should

follow instructions for the [Non-degree Enrollment Option](#). Enrollment decisions are made by the lead faculty of the specialty based on space availability.

The HIV/AIDS specialty is also open to admitted or currently enrolled students in the Adult Gerontology Nurse Practitioner (AGNP) or Family Nurse Practitioner (FNP) majors in the Duke MSN Program and DNP Program. A Duke MSN or DNP student who completes the HIV/AIDS specialty curriculum will not earn a certificate; instead, a designation denoting completion of the HIV/AIDS specialty will be added to the student's transcript.

HIV/AIDS Specialty Certificate: Requirements

Required Courses	Credit Hours
Nursing 840 (Epidemiology and Pathogenesis of HIV/AIDS).....	1
Nursing 841 (Pharmacologic Aspects of HIV/AIDS)	1
Nursing 842 (Psychosocial, Political, Legal and Ethical Aspects of HIV/AIDS)	1
Nursing 843 (Clinical Care and Treatment Issues in HIV/AIDS)	2
Nursing 844 (Clinical Care and Treatment Issues in HIV/AIDS–Clinical)	3
Nursing 845 (Advanced Practice Nursing in Adult-Gerontology HIV/AIDS Primary Care Synthesis).....	4
Minimum Requirements for Completion of Specialty Certificate	12

Oncology Specialty Certificate

- 9 credit hours, including 224 clinical hours

The oncology specialty offers students an opportunity to become expert clinicians in the care of oncology patients. The updated curriculum, based on the Oncology Nursing Society Scope and Standards for Advanced Practice in Oncology Nursing, incorporates the latest evidence-based knowledge in the field. As a synthesis, the student completes a final clinical experience (Nursing 815; see below) under the mentorship of an experienced clinician in an oncology specialty.

Coursework and clinical experiences prepare graduates to practice as Oncology Nurse Practitioners. Our graduates practice in a variety of cancer care settings across the United States. The specialty courses provide the foundation for an additional specialty certification as an Advanced Oncology Certified Nurse Practitioner.

Nurse practitioners with an MSN degree or higher from a regionally accredited institution and nurse practitioner students from other regionally accredited colleges or universities interested in earning a certificate in this specialty should follow instructions for the [Non-degree Enrollment Option](#). Enrollment decisions are made by the lead faculty of the specialty based on space availability.

The oncology specialty is also open to admitted/currently enrolled students in specific APRN majors of the Duke MSN Program and DNP Program. A Duke MSN or DNP student who completes the oncology specialty curriculum will not earn a certificate; instead, a designation denoting completion of the oncology specialty will be added to the student's transcript.

Oncology Specialty Certificate: Requirements

Required Courses	Credit Hours
Nursing 811 (Advanced Practice Nursing: Oncology Specialty I)	3
Nursing 812 (Advanced Practice Nursing: Oncology Specialty II).....	2
Nursing 815 (Advanced Practice Nursing in Oncology Specialty Synthesis)	4
Minimum Requirements for Completion of the Specialty	9

Orthopedics Specialty Certificate

- 8 credit hours, including 168 clinical hours

Frequently NPs enter into orthopedic practice with solid foundational NP education but little training in musculoskeletal care. Many NPs have had to engage in “on the job” training leaving gaps in their foundational understanding of musculoskeletal care. This specialty program will help to build the foundation for solid practice for those NP students aspiring to enter musculoskeletal care. For those NPs already engaged in orthopedic practice, they will find this series of courses instrumental in filling in those foundational gaps allowing for advancement of their practice.

Through the use of online lectures and learning activities, this distance-based specialty prepares advanced practice nurses to diagnose and manage a variety of musculoskeletal problems across the life span as well as to provide guidance and counseling to promote and maintain health and quality of life. Students in the program will come to campus to learn advanced orthopedic physical assessment techniques and orthopedic skills necessary for clinical practice such as joint injections, casting, and suturing. As a synthesis, the students complete a final clinical residency under the mentorship of an experienced clinician in the orthopedics specialty.

Students who complete this program are prepared to provide musculoskeletal care across a variety of settings. Students will be well prepared for a purely orthopedic setting or to practice where many patients will have musculoskeletal problems such as urgent care, military medicine, emergency care, occupational health, or physical medicine.

The orthopedics NP specialty certificate is open to a variety of students including primary care or acute care students from non-Duke NP programs and licensed NPs already engaged in clinical practice. Nurse practitioners with an MSN degree or higher from a regionally accredited institution and nurse practitioner students from other regionally accredited colleges or universities interested in earning a certificate in this specialty should follow instructions for the [Non-degree Enrollment Option](#). Enrollment decisions are made by the lead faculty of the specialty based on space availability.

The orthopedics specialty is also open to admitted/currently enrolled students in specific APRN majors of the Duke MSN Program and DNP Program. These students have the option of enrolling in one or two courses as electives or completing the full 8-credit orthopedics specialty curriculum. A Duke MSN or DNP student who completes the orthopedics specialty curriculum will not earn a certificate; instead, a designation denoting completion of the orthopedics specialty will be added to the student’s transcript.

Orthopedic Specialty Certificate: Requirements

Required Courses	Credit Hours
Nursing 821 (Advanced Practice Nursing: Musculoskeletal Specialty I)	3
Nursing 822 (Advanced Practice Nursing: Musculoskeletal Specialty II)	2
Nursing 825 (Advanced Practice Nursing: Musculoskeletal Specialty Synthesis).....	3
Requirements for Completion of Orthopedic Nurse Practitioner Specialty Certificate	8

Graduate Certificate in Health Informatics

The Graduate Certificate in Health Informatics is designed to respond to the growing need for trained health informaticians through 2018. The program offered at Duke recognizes the importance of leveraging electronic health care data to improve human health and incorporates interdisciplinary informatics education into its curriculum. This program is open to health care professionals with a bachelor's or graduate degree from a regionally accredited institution.

The Graduate Certificate in Health Informatics trains health professionals to:

- apply technology to improve human health
- improve data, information, and knowledge use in health care
- understand requirements for health information systems
- design, implement, and evaluate health information systems
- become a leader in the field

Requirements for Completion of Certificate: New and Old Curricula

The curriculum of the Health Informatics Graduate Certificate was revised in synchrony with curriculum revision of the Nursing Informatics major in the MSN Program. Students enrolling in the program in the Fall 2014

semester or later must complete 19 credit hours of coursework to earn the certificate. Students who matriculated in the certificate program before the Fall 2014 semester follow the 18-credit-hour curriculum that was in place at the time of their matriculation.

Requirements for Students Matriculating in the Fall 2014 Semester or Later (New Curriculum)

- 19 credit hours

For students matriculating in Fall Semester 2014 or later, 19 credit hours are required to complete the health informatics graduate certificate program, because the Synthesis of Specialty Practice course in the new curriculum (Nursing 725, listed below) is now a 4-credit-hour course which includes an expanded practicum (minimum 224 practicum hours).

Requirements: Graduate Certificate in Health Informatics (New Curriculum)

Required Courses	Credit Hours
Nursing 715 (Database Systems in Healthcare: Design, Management and Connectivity)	3
Nursing 716 (Introduction to Health Informatics).....	3
Nursing 717 (Health Information Exchange Standards, Methods, and Models).....	3
Nursing 718 (Data Analytics 1).....	3
Nursing 721 (System Design, Implementation, Evaluation & Maintenance).....	3
Nursing 725 (Synthesis of Specialty Practice, Health Informatics).....	4
Requirements for Completion of Health Informatics Graduate Certificate (New Curriculum)	19

Requirements for Students Who Matriculated Before the Fall 2014 Semester (Old Curriculum)

- 18 credit hours

For students who matriculated before Fall Semester 2014 18 credit hours are required to complete the health informatics graduate certificate program. The Synthesis of Specialty Practice course in the old curriculum (Nursing 498, listed below) is a 3-credit-hour course.

Requirements: Graduate Certificate in Health Informatics (Old Curriculum)

Required Courses	Credit Hours
Nursing 412 (Health Systems Project Management).....	3
Nursing 414 (Data, Information, & Knowledge Representation)	3
Nursing 716 (Introduction to Health Informatics).....	3
Nursing 717 (Health Information Exchange Standards, Methods & Models).....	3
Nursing 721 (System Design, Implementation, Evaluation & Maintenance).....	3
Nursing 725 (Synthesis of Specialty Practice, Health Informatics).....	3
Requirements for Completion of Health Informatics Graduate Certificate (Old Curriculum)	18

Population Care Coordinator Certificate Program (PCCP)

- 9 credit hours

Nurse participants in the [Population Care Coordinator Certificate Program](#) complete a three-course sequence of two didactic courses—Nursing 570 (Health Care Coordination of Complex Patients) and Nursing 571 (Health Care Coordination of Complex Patients: Case Studies)—and a clinical course, Nursing 572 (Synthesis of Specialty Practice: Case Management). The clinical course includes a mentored residency component which serves as the capstone experience in which students integrate coursework with skills learned and gain real-world understanding and experience of the population care coordinator role. Duke University School of Nursing tailors this PCCP curriculum to meet the needs of each partner organization, including content necessary for compliance with any applicable state regulations.

Population Care Coordinator Certificate Program

Required Courses	Credit Hours
Nursing 570 (Health Care Coordination of Complex Patients).....	4
Nursing 571 (Health Care Coordination of Complex Patients: Case Studies).....	2
Nursing 572 (Synthesis of Specialty Practice: Case Management)	3
Requirements for Completion of Population Care Coordinator Certificate	9

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



Requirements: Specialized Programs

The Health Equity Academy



The Health Equity Academy (HEA) Pre-entry Immersion in Nursing (PIN) Program

Once accepted into the Health Equity Academy, Scholars will participate in an intensive six-week summer immersion experience designed to cultivate an enhanced understanding of the social determinants of health and prepare them for entry into the Duke University School of Nursing ABSN Program. Scholars receive a small stipend to live on campus and work with Duke faculty, advisors and mentors while exploring health access, health disparities and health equity. The participants will attend and participate in:

- seminars on social determinants of health,
- “professional development” course (Nursing 359: Professional Nursing: Past, Present and Future),
- mentored community-based shadow experiences,
- nursing simulation experiences,
- social determinants of health and community assessment project,
- teambuilding and leadership development activities,
- service projects and outings.

Following the summer experience, HEA Scholars enter the Duke University School of Nursing Accelerated Bachelor of Science in Nursing (ABSN) degree program. As they progress through the 16-month program, they receive the following:

- personal advising and counseling,
- academic and career counseling,
- tutoring and study groups,
- faculty mentorship and support,
- scholarship and need-based stipend support,
- leadership and team development,
- social support,
- opportunities to participate in diverse socialization and academic experiences,
- opportunities to develop strategies to identify and address health equity issues through regular engagement with community agencies dedicated to increasing health equity at the community and structural levels.

Courses of Instruction

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

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

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

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

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

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

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

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

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

320. Selected Topics in Advanced Pathophysiology Across the Lifespan. 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 alternations in illness. Topics covered include the pathophysiology of common health problems and complex physiological alterations across the lifespan encountered in advanced clinical practice. 3 credits.

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

322. Common Pediatric Management Issues I. Focus on comprehensive assessment and management of selected pediatric primary care problems. Includes information on acute and chronic illnesses, health maintenance issues, and recognition of circumstances that require interdisciplinary collaboration or referral within the areas of dermatology, ophthalmology, otolaryngology, cardiac, pulmonary, immunology, rheumatology, gastrointestinal, and urology. Integration of pathophysiology and the pharmacological management of common problems. Emphasis on advanced practice role development in care management discussions and supervised clinical practice. Clinical practice opportunities in a variety of settings are arranged with the instructor. Spring. 104 clinical hours. Prerequisites: Nursing 330,

331 (may be taken concurrently), and 336. Current BCLS certification including the Heimlich maneuver; PALS certification highly recommended. 4 credits.

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

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

329. Neonatal & Pediatric Pathophysiology for the Family Nurse Practitioner. Focuses on advanced pathophysiological 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. N330 focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis across the lifespan. With this knowledge, students learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illness. Topics covered include the pathophysiology of common health problems and complex physiological alterations encountered in advanced clinical practice. 3 credits.

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

332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. The course utilizes 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 from adolescence through senescence. Fall on-campus, spring distance-based. Spring course has 3 required campus-based sessions. 4 credits.

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

333. Managing Common Acute and Chronic Health Problems I. The course emphasizes assisting patients from adolescence through senescence 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 problems encoun-

tered 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 online seminars and supervised clinical practice. 104 clinical hours. 3 credits.

334. Managing Common Acute and Chronic Health Problems II. Emphasizes assisting patients from adolescence through senescence 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 problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private, internal, and family medicine practices, and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. 104 clinical hours. Summer course is on campus. Fall course is online. 3 credits.

336. Physical Assessment in Advanced Practice Nursing. The course is a combined lecture and laboratory experience designed to increase assessment skills appropriate for advanced practice registered nurses. Provider-patient interaction, data collection, and diagnostic reasoning are emphasized. Attention is given to the anatomic and physiologic changes that differentiate pathology from normal changes associated with growth and development throughout the lifespan with a pediatric focus. The clinical experience takes place in the Duke University skills labs and with preceptors in outpatient and inpatient settings. 4 credits.

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

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

390. Health Assessment & Nursing Skills Across the Lifespan. This course focuses on creating a solid foundation for health assessment of individuals across the lifespan. Emphasis will be placed on normal health assessment findings with recognition of abnormal variations. Students will use clinical reasoning, therapeutic communication, and the nursing process to provide competent, evidence-based, safe and holistic care. This course will introduce skills needed to promote the health of diverse populations in all stages of life. 5 credits.

391. Wellness/Health Promotion Across the Lifespan. This course focuses on core knowledge, concepts and values fundamental to health promotion and nursing across the lifespan with diverse populations. Students apply principals of the nursing process including social determinants of health, levels of prevention and cultural competence. Concepts covered will be care management, identify formation, contextual relevance and leadership. 5 credits.

392. Professional Nursing: Past, Present & Future. This course introduces students to the rich heritage of nursing and introduces them to issues currently facing the nursing profession. Students will be challenged to envision how nurses can shape the future of the discipline and the future of health care. The multiple roles assumed by nurses are explored, and students begin their journey toward establishing their professional identities as caregivers, scholars and leaders. 2 credits.

393. Physiologic Homeostasis and Principles of Pharmacology. An overview of the nurse's role in supporting the body's homeostatic response to internal and external changes across the lifespan. This course includes pharmacological concepts and interventions as one strategy to promote all aspects of health. 2 credits.

394. Professional Nursing: Evolution as an Evidence-based Clinician. This course introduces students to the concept of evidence-based practice and its relevance to their practice as professional nurses. It is designed to facilitate an understanding of the meaning and significance of evidence-based nursing practice and an appreciation of how theory and research shape that practice and enhance the quality of care provided. Prerequisites: Nursing 390, 391, 392. 2 credits.

395. Nursing Care of the Childbearing Family. This course provides students with opportunities to provide nursing care of the childbearing family. Normal and deviations from normal pregnancy are addressed, as are labor and delivery care, care of the neonate, and assisting families with early parenthood. The clinical component includes nursing care in a variety of care settings. Prerequisites: Nursing 390, 391, 392, 393. 4 credits.

396. Nursing Care of Infants, Children and Adolescents. This course focuses on the provision of developmentally-appropriate family-centered nursing care for infants, children, and adolescents with acute and chronic health problems. The clinical component of the course provides learning experiences in pediatric acute care settings as well as clinical settings where students care for children with chronic or unique healthcare needs. Prerequisites: Nursing 390, 391, 392, 393. 4 credits.

397. Community and Public Health Nursing. In this course, students integrate nursing and public health science to promote, protect, maintain and restore the health of populations. Evidence-based interventions which are implemented with individuals/families, communities, and systems are explored, as are the unique health needs of vulnerable populations and measures to eliminate health disparities in a multicultural and global environment. Prerequisite: Nursing 390, 391, 392, 393. 4 credits.

398. Pathophysiology and Pharmacology I. In this course, students learn the biologic bases and pharmacologic treatments of acute and chronic alterations in physical, mental and emotional health that commonly occur in diverse childbearing families, infants, children and adolescents. Students consider the contributions of genomics and environment, including social determinants of health, on physiologic dysfunction and pharmacologic treatment decisions. Prerequisite: Nursing 393. 2 credits.

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

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

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

410. Health Information Exchange Standards, Methods and Models. This course introduces students to the broad landscape of data standards necessary to achieve interoperability within and among complex healthcare organizations. Standards addressed relate to the planning phases for health information technology (HIT) systems, as well as data structures, terminology, data transport, electronic health records, personal health records, decision support, privacy, and security. The creation, functionality, uptake, and usability of standards from both national and international perspectives are discussed, along with models for local and regional health information exchange. Consent of instructor required. 3 credits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

441. Child Health in Family Care. This course focuses on children from infancy through adolescence within the contextual frameworks of family, school, and community. The course addresses pathophysiology of common pediatric illnesses, differences in pediatric assessment, 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. 4 credits.

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

445. Concepts of Advanced Management of Patients with Diabetes and Selected Metabolic Disorders. Focus on the pathophysiology and management of patients with diabetes and selected metabolic disorders. Content on prevention, diagnosis and clinical treatment for diabetes throughout the adult lifespan, along with surveillance and identification of complications related to diabetes. Prerequisite: Nursing 333. 3 credits.

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

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

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

450. Management of Critically Ill Adult-Gerontology 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 from adolescence through senescence. Integration of technological aspects of care is emphasized in both the didactic and clinical components. 200 Clinical hours. Current ACLS certification required. 4 credits.

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

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

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

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

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

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

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

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

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

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

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

473. Professional Nursing: Evolution as an Effective Team Member. This course provides students with the opportunity to enhance their identity as a significant member of health care teams. It addresses the complexity of team development, characteristics of effective teams, ways to incorporate the patient/family into the team, and quality outcomes of effective teams. Prerequisite: Nursing 394. 2 credits.

474. Nursing Management of the Adult Patient with Health Problems. This course is designed to help students develop the knowledge, skills and values essential to provide safe, quality, patient/family-centered care to adults with health problems. The clinical component of the course engages students in the collaborative management of care for patients and the use of information technology to promote human flourishing in order to optimize patient-family outcomes in an acute care environment. Prerequisite: Nursing 394, 395, 396, 397, 398. 5 credits.

475. Gerontological Nursing: Caring for Older Adults and Their Families. This course is designed to help students design and provide nursing care to older adults experiencing acute and chronic health problems, and evaluate the effectiveness of that care. The clinical component provides students with opportunities to use evidence-based geriatric nursing protocols in caring for older adults in long-term care settings (assisted living, continuing care retirement communities, skilled nursing facilities), and acute care settings specializing in care of older adults (NICHE Units). Prerequisite: Nursing 394, 395, 396, 397, 398. 4 credits.

476. Pathophysiology and Pharmacology II. In this course students learn about the biologic basis and approaches to pharmacologic management of acute and chronic alterations in physical and mental health in diverse adult and older adult/geriatric populations. Students consider the contributions genomics and environment, including social determinants of health, make on physiologic dysfunction and pharmacologic treatment decisions. Prerequisite: Nursing 398. 2 credits.

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

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

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

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

483. Professional Nursing: Evolution as a Leader. This course challenges students to assume the role of leader in ways that continually improve nursing care and advance the profession across practice, academic, and policy arenas. Students engage in self-reflection regarding their leadership skills and outline a plan to enhance those skills throughout their nursing careers. Prerequisite: Nursing 473. 2 credits.

484. Nursing Care of Patients with Complex Health Problems. This course will help students design and provide holistic, evidence-based nursing care to individuals with complex health problems across the lifespan and across care settings. Students collaborate with members of the health care team to plan, implement and evaluate the care provided to individuals with complex health problems. Prerequisite: Nursing 473, 474, 475, 476. 7 credits.

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

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

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

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

reporting, data safety review boards, data management, site termination, and clinical trial management. Spring (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. Summer (online). 3 credits.

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

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

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.

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

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

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

534. Medical Spanish and Cultural Competency for Health Care Intermediate Level II. This course is a conversational language course designed to develop advanced language skills in medical Spanish and cultural competency with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized and grammar concepts are reviewed. Aspects of Latin American culture -- especially those most pertinent to health care -- are

included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Prerequisites: Nursing 533, or an advanced Spanish course, or consent of instructor. (Medical vocabulary is not a prerequisite.). 1 credit.

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

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

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

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

563. Trends in Genetics and Genomics for Health Care and Society. This course provides an overview and guided discussions on modern concepts of heredity in light of recent advances in genomic technologies. Students and health professionals will learn fundamental concepts in genetics and genomics, examine the challenges of integrating genetic and genomic technologies into clinical practice and the impact of such applications on society. Learning approaches will include didactic lectures, case studies, and exploration of actual genomic test results. Students wishing to pursue a special topic can register for a 1-credit Independent Study with instructor permission. 2 credits.

564. Introduction to Medical Spanish and Cultural Competency in Health Care. The course is designed to help health care providers develop basic language skills in medical Spanish and enhance their cultural competency when caring for Latin American populations. Conversational Spanish, as spoken in Latin America, is emphasized, along with basic grammar in present tense. Aspects of Latin American culture—especially those most pertinent to health care—are included in each lesson. Class structure and teaching methods are mostly in Spanish with instructions in English. Instructor consent required. Note: This course requires some synchronous online sessions. 3 credits.

565. Introduction to Medical Spanish and Cultural Competency for Health Care – Level II. This is a conversational language course, conducted in Spanish, designed to build language skills for health related interactions with Latin-American populations. Conversational Spanish, as spoken in Latin America, is emphasized, particularly the use of past and future tenses. Aspects of Latin American culture--especially those most pertinent to health care--are included in each lesson. Pre-requisites: N564- Introduction to Medical Spanish and Cultural Competency in Health Care (enforced). Note: This course requires some synchronous on-line sessions. 3 credits.

566. Advanced Medical Spanish and Cultural Competency in Health Care. This course is conducted totally in Spanish, designed to help students achieve fluency when engaged in health related interactions with Latin American

populations. Conversational Spanish, as spoken in Latin America, is emphasized. Aspects of Latin American culture—especially those most pertinent to health care—are addressed as students engage in more complex or emotionally charged interactions with Latin American populations. Prerequisites: Previous knowledge of Spanish grammar and conversational skills. No previous knowledge of medical Spanish is required. Instructor consent required. Note: This course requires some synchronous online sessions. 3 credits.

567. Advanced Medical Spanish and Cultural Competency in Health Care- Level II. This is a conversational language course, conducted totally in Spanish, designed to achieve fluency to serve as an interpreter/translator during health related interactions in the absence of a certified translator. Conversational Spanish, as spoken in Latin America, is emphasized and grammar using the present perfect, past, imperfect mood of the past and future tenses is included. Aspects of Latin American culture--especially those most pertinent to health care--are addressed when performing nursing care skills. Prerequisites: N566 Advanced Medical Spanish and Cultural Competence or instructor's permission. Previous knowledge of Spanish grammar and conversational skills and medical Spanish is required. This course requires some synchronous on-line sessions. 3 credits.

568. Exploring Medicine in Other Cultures - Honduras. The purpose of this course is to promote understanding of the cultural background of the people of Honduras and how this history impacts the delivery of healthcare. The course content is designed to facilitate understanding of how art, history, literature, music, geography, ethics and religion influence the practice of healthcare in the Latin American culture. Variable credit.

569. Understanding Sickle Cell Disease: A Biopsychosocial Approach. This course provides students with an overview of sickle cell disease, including its genetics, epidemiology, pathophysiology, medical complications, psychosocial challenges, and health service utilization from a global perspective. Students will engage in an exploration of the role of discrimination and stigmatization as they affect people with sickle cell disease, as well as differences in how the disease is viewed and managed in various countries. Instructor: Staff. 3 credits.

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

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

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

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

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

576. Fundamentals of Musculoskeletal Care 1. This course will prepare the advanced practice nurse to evaluate and manage selected chronic and acute musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will focus on outpatient management of orthopedic conditions but will include discussion of operative interventions for musculoskeletal conditions. This online course has one required campus-based multiday session designed primarily to solidify musculoskeletal assessment and diagnostic reasoning skills. 3 credits.

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

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

580. Nurse as Scholar I: Science Development, Study Design & Statistics. This first of a two-semester course lays the foundation needed for nurses in advanced roles to engage in the process of scholarly inquiry which includes research, evidenced-based practice and quality improvement. Students are introduced to the concept of a science of nursing and how it develops. They then study research methods, the application and interpretation of statistical methodologies used in health care and nursing research, and the use of evidence and measurement to guide practice. 3 credits.

581. Nurse as Scholar II: Evidence-based Practice. This second of a two-semester course continues to build the foundation needed for nurses in advanced roles to engage in scholarly practice and quality improvement. Students are helped to appreciate the continuum of scholarly inquiry and how they can contribute to such efforts. They also acquire the knowledge and skills essential to form investigative questions, conduct structured literature and database searches, and critically evaluate research findings and conclusions. Prerequisite: Nursing 580. 3 credits.

582. Population Health in a Global Society. This course addresses how evidence-driven decision making serves to improve the health outcomes of populations and reduce inequities between population groups. The focus is on examining population-level interventions that reflect an understanding of epidemiology, health policy, and social determinants of health using an ethical framework. Students are challenged to address selected population health issues. 3 credits.

583. Professional Transitions: Advanced Nursing Practice. Investigate the wide range of current and emerging advanced practice roles, while valuing contributions of other health professionals in complex health care environments. Dynamics of access, cost and quality, government and practice regulation, and interprofessional collaboration are major topics of discussion. 3 credits.

590. Advanced Physiology Across the Lifespan. An across-the-lifespan study of physiological mechanisms that regulate genetic, cellular and organ systems to achieve physiological homeostasis in humans. The course will synthesize broad functional anatomy and physiology concepts across systems and relate them to normal human physiological phenomena. 2 credits.

591. Conceptual Basis of Advanced Pathophysiology Across the Lifespan. This course focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis across the lifespan using a conceptual approach. Inflammation, immunology, infection, injury and proliferation provide the basis for the study of core pathophysiological processes. 1 credit.

592. Specialty Seminars in Advances Pathophysiology for Neonatal and Pediatric Health. This seminar course will build upon the foundations of N590 Advanced Physiology Across the Lifespan, in building knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis in specialty populations. Concurrent with N591 Conceptual Basis of Advanced Pathophysiology Across the Lifespan, students will learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illnesses prevalent in neonates through adolescents as encountered in advanced nursing practice. Prerequisite: Nursing 590, Co-requisite: Nursing 591. 1 credit.

593. Specialty Seminars in Advanced Pathophysiology for Adult and Gerontological Health. This seminar course will build upon the foundations of N590 Advanced Physiology Across the Lifespan, in building knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis in specialty populations. Concurrent with N591 Conceptual Basis of Advanced Pathophysiology Across the

Lifespan, students will learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illnesses prevalent in adolescents through older adults as encountered in advanced nursing practice. Prerequisite: Nursing 590, Co-requisite: Nursing 594. 1 credit.

594. Specialty Seminars in Advanced Pathophysiology for Neonatal through Gerontological Health. This seminar course will build upon the foundations of N590 Advanced Physiology Across the Lifespan, in building knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis in specialty populations. Concurrent with Nursing 591 Conceptual Basis of Advanced Pathophysiology Across the Lifespan, students will learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illnesses prevalent in neonates through older adults as encountered in advanced nursing practice. Prerequisite: Nursing 590, Co-requisite: Nursing 591. 1 credit.

595. Physical Assessment and Diagnostic Reasoning in Advanced Practice Nursing. The course is 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. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomy and physiology variations. Prerequisite or Corequisite: Nursing 591. 4 credits.

620. Advanced Practice Nursing in Primary Care Adolescents and Adult Patients. This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adolescents and adults. The emphasis is on health restoration, health maintenance and evidence-based practice in primary care settings. Prerequisite: Nursing 595, Co-requisite: Nursing 596. 4 credits.

621. Advanced Practice Nursing in Primary Care Adolescent and Adult Patients: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in adolescents and adults. In collaboration with other health care providers, students provide care in primary care settings where they integrate health restoration, health maintenance and evidence-based practice. Prerequisite: Nursing 620, Co-requisite: Nursing 620. Variable credit.

625. Advanced Practice Nursing Care of Older Adult Patients: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in older adults. The emphasis is on health promotion, disease prevention, evidence-based practice and inter-professional collaboration across geriatric settings. Prerequisite: Nursing 620, Co-requisite: Nursing 621 and 624. 2 credits.

628. Advanced Practice Nursing: Pediatric Primary Care Essentials. This course is designed to provide the advanced practice nursing student with essential knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisite: Nursing 591 and 592 or 593, 594 and 596, Co-requisite: Nursing 596 and 629. 3 credits.

629. Advanced Practice Nursing: Pediatric Primary Care Essentials: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage common essential acute and chronic health problems in children. In collaboration with other health care providers, students provide care in primary care settings where they integrate health promotion, disease prevention and evidence-based practice. Co-requisite: Nursing 628. Variable credit.

632. Advanced Practice Nursing in Perinatal Care. This course focuses on perinatal care for women from preconception through pregnancy and the postpartum period including mother-baby dyad care. Strategies for health promotion and disease prevention, prenatal screening, as well as management of selected complications of pregnancy are addressed. The emphasis is on the health restoration, health maintenance, evidence-based practice, and inter-professional collaboration in outpatient care settings. Prerequisite: Nursing 620, Co-requisite: Nursing 635. 1 credit.

633. Advanced Practice Nursing in Perinatal Care: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to collaborate with women during the perinatal period from preconception through pregnancy and the postpartum period including the

mother-baby dyad. The emphasis is on health restoration, health maintenance, evidence-based practice, and inter-professional collaboration in outpatient care settings. Prerequisite: Nursing 620, Co-requisite: Nursing 690, FNP majors only or instructor permission. 1 credit.

635. Advanced Practice Nursing for Neonatal Patients I. This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in neonates and children until age two years. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in neonatal care settings. Prerequisite: Nursing 595, and Prerequisites or Co-requisites: Nursing 628 and 596. 3 credits.

636. Advanced Practice Nursing in Neonatal Patients: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in neonates and children until age two years. In collaboration with other health care providers, students provide care in neonatal care settings where they integrate health promotion, disease prevention and evidence-based practice. Prerequisites or Co-requisites: Nursing 628, 635 and 593. Variable credit.

637. Advanced Practice Nursing in Neonatal Patients II. This course builds on Advanced Practice Nursing for Neonatal Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in neonates and children until age two years. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in neonatal care settings. Prerequisites: Nursing 636. 3 credits.

638. Advanced Practice Nursing in Neonatal Patients II: Clinical. This course builds on the competencies developed in Advanced Practice Nursing for Neonatal Patients - Clinical I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in neonates and children until age two years. The emphasis is on health promotion, disease prevention and evidence-based practice in neonatal settings. Prerequisite: Nursing 636, Prerequisite or Co-requisite: Nursing 637. Variable credit.

642. Advanced Practice Nursing in Primary Care Pediatric Patients I. This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease prevention and evidence-based practice in primary care settings. Prerequisites: Nursing 595, Prerequisites or Co-requisites: Nursing 628 and 596. 3 credits.

643. Advanced Practice Nursing in Primary Care Pediatric Patients - Clinical I. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in children. In collaboration with other health care providers, students provide care in primary care settings where they integrate health promotion, disease prevention and evidenced-based practice. Prerequisites or Co-requisites: Nursing 628, 642 and 593. Variable credit.

644. Advanced Practice Nursing in Primary Care Pediatric Patients II. This course builds on Advanced Practice Nursing in Primary Care Pediatric Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in children. The emphasis is on health maintenance, health promotion, disease preventing and evidence-based practice in primary care settings. Prerequisite: Nursing 643. 3 credits.

645. Advanced Practice Nursing in Primary Care Pediatric Patients II: Clinical. This course builds on the competencies developed in Advanced Practice Nursing in Primary Care Pediatric Patients- Clinical I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in children. The emphasis is on health promotion, disease prevention, and evidence-based practice in primary care pediatric settings. Prerequisite: Nursing 643, Co-requisite: Nursing 644. Variable credit.

660. Advanced Practice Nursing in Acute Care Pediatric Patients I. This course is designed to provide the advanced practice nursing student with essential knowledge necessary to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care settings. Prerequisite: Nursing 596. 3 credits.

661. Advanced Practice Nursing in Acute Care Pediatric Patients I: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to

manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care. Prerequisite: Nursing 596, Co-requisite: Nursing 660. Variable credit.

662. Advanced Practice Nursing in Acute Care Pediatric Patients II. This course builds on Advanced Practice Nursing in Acute Care Pediatric Patients I and is designed to provide the advanced practice nursing student with specialized knowledge necessary to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance and evidence-based practice in pediatric acute care settings. Prerequisite: Nursing 661, Co-requisite: Nursing 663. 3 credits.

663. Advanced Practice Nursing in Acute Care Pediatric Patients II: Clinical. This course builds on competencies developed in Advanced Practice Nursing in Acute Care Pediatrics I: Clinical and Advanced Practice Nursing: Pediatric Primary Care: Clinical to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in children. The emphasis is on health restoration, health maintenance, evidence-based practice and inter-professional collaboration in pediatric acute care settings. Prerequisites: Nursing 661, Co-requisites: Nursing 662. Variable credit.

670. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I. This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adults and the elderly. The emphasis is on the health restoration, health maintenance and evidence-practice in acute care settings. Prerequisite: Nursing 620 and 621, Co-Requisite: Nursing 671. 2 credits.

671. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I: Clinical. In this course, advanced practice nursing students conduct comprehensive assessments, formulate differential diagnoses, and suggest plans of care to manage acute and chronic health problems in adults and the elderly. In collaboration with other health care providers, students provide care in acute care settings where they integrate health restoration, health maintenance and evidence-based practice. Prerequisites: Nursing 620 and 621, Co-requisite: Nursing 670. 4 credits.

672. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II. This course builds on Advanced Practice Nursing in Acutely Ill Adult Gerontology Patients I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected acute and chronic health problems in adults and the elderly. The emphasis is on health restoration, health maintenance and evidence-practice in acute care settings. Prerequisite: Nursing 671. Corequisite: Nursing 673. 2 credits.

673. Advanced Practice Nursing with Acutely Ill Adult-Gerontology Patients II -- Clinical. This course builds on the competencies developed in Advance Practice Nursing in Acutely Ill Adult-Gerontology Patients—Clinical I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in adults and the elderly. The emphasis is on health restoration, health maintenance, evidence-practice, and inter-professional collaboration in acute care settings. Prerequisite: Nursing 671. Corequisite: Nursing 672. 4 credits.

674. Palliative Care in Advanced Practice Nursing. The course emphasizes assisting patients and families with life-limiting illnesses to maintain the best possible quality of life by integrating psychosocial and ethical issues in the management of care. Students develop goals of care to assist patients and families in optimizing their function and in providing opportunities for personal growth. Interdisciplinary collaboration is emphasized in the delivery of care. The principles and philosophy of palliative care provide the course framework. This course is available with a clinical rotation of 56 hours in units providing end of life care. Non-clinical course register for 2 credits; with clinical rotation, register for 3 credits. Prerequisite: Nursing 595 and Nursing 596, or permission of instructor. Variable credit.

680. Gender and Women's Health. This course will examine the contemporary issues of women's health care in the United States in the context of societal, political, and cultural influences. It will explore the role of gender norms, values, and inequalities in health care as a barrier to well-being. 2 credits.

681. Advanced Practice Nursing in Women's Health Across the Lifespan. This course includes comprehensive women's health issues in primary care and reproductive health, with emphasis on health promotion, disease prevention and evidence-based practice across settings. Attention to cultural sensitivity, and gender and/or genetic

impact on health and therapies will be integrated. Prerequisite: Nursing 621 and Nursing 633; Corequisite: Nursing 682. 3 credits.

682. Advanced Practice Nursing in Women's Health Across the Lifespan: Clinical. This clinical course builds on the competencies developed in Perinatal Care in Advanced Practice Nursing as well as the adult primary care course, and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage acute and chronic health problems in women across the lifespan. The emphasis is on health promotion, disease prevention and evidence-based practice. Prerequisite: Nursing 621 and Nursing 633; Corequisite: Nursing 681. 3 credits.

690. Advanced Practice Nursing in Neonatal Patients Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of neonatal patients. It also assists students to implement the neonatal nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 638. Variable credit.

691. Advanced Practice Nursing in Primary Care Pediatric Patients Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of pediatric patients. It also assists students to implement the primary care pediatric nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 645. Variable credit.

692. Advanced Practice Nursing in Pediatric Acute Care Patients Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of pediatric patients. It also assists students to implement the Acute Care Pediatric nurse practitioner role in a collaborative model of practice. Prerequisites: Nursing 628 and 663. Variable credit.

693. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adult gerontology patients. It also assists students to implement the adult-gerontology acute care nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 673. 5 credits.

694. Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of adolescent, adult and geriatric patients. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 625. 4 credits.

695. Advanced Practice Nursing In Family Practice Patients Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of patients across the lifespan. It also assists students to with the implementation of the Family Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 633. 4 credits.

696. Women's Health Nurse Practitioner Clinical Synthesis Course. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary and specialty care of women from adolescence thru the lifespan. It also assists students with the implementation of the Women's Health Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 681 and Nursing 682. Variable credit.

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

701. Managing Complex Health Care Systems. This course is an in-depth analysis of health care organizations as complex adaptive systems. The continuous change and unpredictability of complex systems, such as health care delivery systems, the importance of relationships, and the role of self-organization, emergence and co-evaluation will be explored. Implications for management will be explored including sense making, learning, improvisations, thinking about the future, and designing as substitutes for traditional activities of command, control, prediction and planning when managing complex health care systems. (Online). 3 credits.

702. Principles of Business and Finance in Healthcare. 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.

704. Applied Health Care Economics for Nurses. Economics is the study of how scarce resources are allocated among competing ends. Students will study the way markets supporting health, health care and social determinants of health are organized and financed and how health policy influences markets and health economics. Contemporary public issues and topics in health system payment models will be discussed. The course emphasizes managerial uses of economic principles and emphasizes mathematical problem sets or students developing economic models. 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.

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

706. Effective Business Communications in Healthcare. The emphasis in this course is the particular skills needed for persuasive verbal business presentations, effective writing styles, and effectively managing meetings for clinicians and executives in healthcare. Students will apply the concepts in practical application to situations such as board room, executive meetings, funding bodies, community organizations, and professional groups. 3 credits.

710. Synthesis of Specialty Practice, NHL. This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. Variable credit depending on specialty. (Online). Variable credit.

715. Database Systems in Healthcare: Design, Management, and Connectivity. This course covers database design, connectivity, and management. Topics covered include database modeling, design, structured query language (SQL), querying, database connectivity through web technologies, and the relationship of databases to EHR systems and data exchanges. Emphasis will be placed on the use of databases and their management for healthcare applications. Instructor permission required if not currently enrolled in the informatics program. 3 credits.

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

717. Health Information Exchange Standards, Methods, & Models. This course introduces students to data standards necessary to achieve interoperability within and across complex healthcare organizations. Active and relevant Standards Development Organizations and processes for developing and defining standards will be discussed. Specific topics covered will include tools related to the planning phases for health information systems, as well as standards for information models, terminology and coding systems, data transport, and structured documents. The development, functionality, uptake, and usability of standards from both national and international perspectives are discussed, along with models for regional and national health information exchange. Instructor permission required if not currently enrolled in the informatics major. Prerequisites: N716: Introduction to Health Informatics N715: Database Systems in Healthcare: Design, Management, and Connectivity. 3 credits.

718. Data Analytics. This course provides the foundation needed to understand complex data structures and the requirements for retrieving and analyzing data to address healthcare questions. Students will gain an understanding of the methods and analytic tools required to select and prepare data for analysis and querying data through data and text mining and introductory data analytics techniques. Students will also learn techniques for data analytical evaluation and presentation of clinical data. The course places much weight on the use of case studies with respect to data analysis and findings. Prerequisite: Biostatistics course. 3 credits.

719. Informatics Research Seminar. This course provides students with an opportunity to examine current research in Health Informatics. In response to weekly seminars that are facilitated by local and guest researchers in Health Informatics, students explore relevant literature and participate in constructive critique and thoughtful

discussion about the research. Topics vary, depending on faculty and student interests, as well as current research trends. Instructor consent required. 1 credit.

720. Health Information Technology Leadership. This course introduces students to principles of leadership and their application to issues and challenges commonly to the health information technology sector. Topics include domains of leadership: responsible, inspirational, supportive, personal, relational and contextual; formal, informal and leader-follower relationships; collaboration; negotiation; influencing and persuading; team building and crisis management. Prerequisite: N716 Introduction to Health Informatics. 1 credit.

721. System Design, Implementation, Evaluation and Maintenance. This course introduces students to the challenges and solutions associated with privacy processes and infrastructure requirements related to health information systems. Policy, legal and technological issues that provide for the secure and confidential collection and exchange of health information are explored, along with codes of ethics, risk assessment processes, industry standards, security policies and procedures, HIPAA regulations, and hardware and software concerns. Consent of instructor required. Prerequisite: Nursing 716. 3 credits.

722. Facilitating and Assessing Learning in Non-Academic Settings. This course introduces students to the principles of adult learning, as well as the concepts of learning styles and domains of learning. Teaching practices and strategies designed to help adults learn complex concepts are explored, as are classroom assessment techniques. 1 credit.

725. Synthesis of Specialty Practice, Informatics. This course provides an opportunity for students to integrate and synthesize prior learning as they implement specialized professional roles in health care. Under the guidance of faculty and preceptors, students reflect on personal and professional values, enhance creative and critical thinking skills, engage in independent problem-solving, and implement leadership strategies as they increase their competence and confidence in their ability to function in their chosen specialty. Variable credit depending on specialty. (Online). Variable credit.

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

731. Facilitating Student Learning. This course introduces students to principles of adult learning, as well as concepts of learning styles, student engagement, and domains of learning. Teaching practices and strategies designed to help students succeed in learning the complexities of nursing are also explored. (Online). 2 credits.

732. Innovations in Clinical Teaching and Evaluation. This course provides an overview of traditional and contemporary approaches to teaching and learning in the laboratory and clinical environments, as well as an analysis of issues related to the evaluation of students' clinical/lab performance. Prerequisite: Nursing 731. (Online). 1 credit.

733. Integrating Technology into Nursing Education. This course provides students with an opportunity to explore the evolving use of technology to facilitate learning and professional development. Issues related to the integration of technology into nursing education will be explored, and students will study specific technologies in depth to determine their most effective use in the educational arena. Prerequisite: Nursing 731. (Online). 1 credit.

734. Innovative Curriculum Development in Nursing. This course prepares nurse educators to develop educationally-sound, internally-congruent, innovative curricula for pre-licensure RN programs. Internal and external factors that influence the development of curricula will be explored, as well as issues related to curriculum development that are being addressed in the nursing and higher education communities. Prerequisite: Nursing 731. (Online). 2 credits.

735. Educational Program Evaluation and Accreditation. This course introduces students to the full complexities of evaluating educational programs. It explores the components of program evaluation -- what, when, how, who, and disposition of findings -- and the role of faculty in designing those components and implementing the evaluation plan. The course also examines the purpose and processes of accreditation, distinguishes accreditation from State Board approval, and explores current issues related to program approval and accreditation. Prerequisite/Corequisite: Nursing 734. (Online). 1 credit.

736. Test Construction and Item Analysis. This course prepares students to create and critique objective tests. It includes the concepts of test blueprinting, exam administration and scoring, test data statistical analysis, grade assignment, and test development software implementation. Prerequisite: Nursing 731. (Online). 2 credits.

737. Using Qualitative Assessment and Evaluation Strategies. This course provides students with the opportunity to explore a wide range of methods that can be used to evaluate student learning, with the exception of multiple-choice tests and clinical performance since those topics are addressed in another course. Students explore the most appropriate use of papers, group projects, care plans, concept maps, presentations, class participation, and other methods to evaluate learning in the cognitive, affective, and psychomotor domains. In addition, issues related to the grading of such products are examined. Prerequisite: Nursing 731. (Online). 1 credit.

738. Role of the Nurse Educator: Issues and Challenges. This course provides students with the opportunity to explore the multiple dimensions of the nurse educator role and the competencies expected of individuals in that role. Issues and challenges facing nurse educators will be explored along with strategies individuals can employ to manage those challenges. Prerequisite: Nursing 737. Corequisite: Nursing 745 (except by permission of instructor). (Online). 1 credit.

739. Trends in Management of Major Health Problems. This course is designed to provide students with an overview of trends, research, best practice guidelines, and resources related to the care of individuals experiencing chronic and/or acute illness. Major health problems are discussed, and each is addressed with consideration given to the complexity of factors that influence care management. (Online). 3 credits.

740. Practicum in Management of Major Health Problems. This course provides students with experiences in a health care setting where they have an opportunity to develop a deeper understanding of how individuals/families collaborate with the interdisciplinary health care team to manage chronic or acute illness, or engage in health promotion activities. Each student selects a population of interest (e.g., children, pregnant teens, individuals with cancer, the elderly, etc.) and engages with representatives of that population and the experts who care for them to gain an appreciation of their health care needs, the evidence that supports best practices in caring for them, and resources to remain current regarding the care of the population. (Online). 1 credit.

745. Synthesis: Implementing the Nurse Educator Role. This culminating course provides students with the opportunity to implement the nurse educator role in an academic or staff development setting, under the guidance of and in collaboration with an experienced teacher. Students are expected to plan, implement and evaluate the effectiveness of a teaching session that is reflective of the program's curriculum framework, appropriate to the specified learning goals, and appropriately integrates technology. In addition, students collaborate with their preceptors to explore how the multiple dimensions and demands of the educator role can be balanced effectively to promote continuous growth as an educator. Prerequisite: Nursing 737. Corequisite: Nursing 738. (Online). 3 credits.

746. Using the Arts and Humanities to Teach Nursing. This course is designed to help nurse educators enhance their ability to teach effectively and creatively. Various novels, poems, art work, poetry, film, and other "art" and "non-professional" resources will be analyzed for their applicability as teaching tools to meet learning objectives, particularly those in the affective domain. 1 credit.

747. Enhancing Racial/Ethnic Diversity in Schools of Nursing. This course is designed to explore evidence-based approaches and strategies for increasing recruitment, retention, graduation, and success among racially/ethnically diverse nursing students. Attention is focused on facilitators of and barriers to success associated with the educational environment and organizational culture, the context and determinants for success among students, and the context and sensitivities of faculty. Prerequisite: Nursing 731. 1 credit.

748. Using Simulation in Education. This course provides an overview of how simulation can be used to facilitate student learning in all domains. It provides students with an opportunity to explore the research related to using simulation, particularly in nursing education, and to develop skills in designing, implementing, and evaluating simulations and post-simulation debriefings. Students will also examine trends and issues in the use of simulation in education. Prerequisite: Nursing 731 or instructor permission. 1 credit.

749. Evidence-based Nursing Education. This course introduces students to evidence-based nursing education. Students will explore the development of the science of nursing education, methods used to build a science, and concepts of evidence-based nursing education. Students will identify a teaching method or an educational practice in

nursing, conduct an evidence search, evaluate the quality of the evidence, and identify implications for teaching in nursing. Prerequisite: Nursing 581. 1 credit.

750. Role of the Nursing Professional Development Specialist: Issues and Challenges. This course provides students with the opportunity to explore the multiple dimensions and expected competencies of the nurse educator role with a focus on clinical staff education and professional development. Issues and challenges facing the nursing professional development educator will be explored along with strategies individuals can employ to manage those challenges. Prerequisite: Nursing 731 or instructor permission. 1 credit.

751. Teaching Patients, Families and Communities. This course addresses the assessment and planning of patient, family and community education that is aimed at restoring and/or promoting the health of groups, rather than individuals. The focus is on teaching to improve health and wellness, on the population level, in ways that reflect an understanding of community-based strategies and broad-scale, rather than individual, interventions. Prerequisite: Nursing 731 and Nursing 582. 1 credit.

801. Advanced Practice Nursing: Cardiovascular Specialty I. This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected cardiovascular conditions from adolescence through senescence in both inpatient and outpatient settings. The online coursework includes content from the American College of Cardiology Core Curriculum and incorporates the latest evidence based knowledge in the field. Prerequisite: Nursing 593 and Nursing 595; Corequisite: Nursing 596 & Nursing 620. 3 credits.

802. Advanced Practice Nursing: Cardiovascular Specialty II. This course is course builds on Cardiovascular Specialty I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected cardiovascular conditions in adolescents, adults and geriatric patients in both inpatient and outpatient settings. Prerequisite: Nursing 801 or instructor permission. 2 credits.

805. Advanced Practice Nursing in Adult-Gerontology: Cardiovascular Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adolescent, adult and geriatric patients with cardiovascular disease. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 801. Variable credit.

811. Advanced Practice Nursing: Oncology Specialty I. This course is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected oncology conditions in adolescent, adult and geriatric patients in both inpatient and outpatient settings. The course focuses on the epidemiology, pathophysiology and biobehavioral aspects of cancer across the adult years. Major topics include cancer physiology, prevention and detection, role of the immune system, treatment, and responses to cancer. Prerequisite: Nursing 595; Corequisite: Nursing 620 and Nursing 596. Instructor consent required. 3 credits.

812. Advanced Practice Nursing: Oncology Specialty II. This course builds on Oncology Specialty I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected oncology conditions in adolescents, adults and geriatric patients in both inpatient and outpatient settings. The Scope and Standards for Oncology Nursing Practice serve as a framework for examination of problems and symptom management in patients. This course focuses on the role of the advanced practice nurse in assisting the patient to maintain an acceptable quality of life through the management of both disease and treatment related symptoms. Prerequisite: Nursing 811 or instructor permission. 2 credits.

815. Advanced Practice Nursing in Adult-Gerontology: Oncology Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care of adult and geriatric patients with cancer. It also assists students to implement the oncology nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 811. Variable credit.

821. Fundamentals of Musculoskeletal Care I. This course will prepare the advanced practice nurse to evaluate and manage selected chronic and acute musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will focus on outpatient management of orthopedic conditions but will include discussion of operative interventions for musculoskeletal conditions. This online course has one required campus-based multiday session designed primarily to solidify musculoskeletal assessment and diagnostic reasoning skills. Prerequisite: Nursing 591 and Nursing 595; Corequisite: Nursing 596 and (Nursing 620 or Nursing 642 or Nursing 660). 3 credits.

822. Fundamentals of Musculoskeletal Care II. This course builds on Fundamentals of Musculoskeletal Care I and is designed to provide the advanced practice nursing student with specialized knowledge needed to diagnose and manage selected musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will address both outpatient management and operative interventions for musculoskeletal conditions. Office based procedures to treat musculoskeletal conditions will be included. This online course has one required multiday campus-based session designed primarily to solidify psychomotor and diagnostic reasoning skills. Prerequisite: Nursing 821 or instructor permission. 2 credits.

825. Advanced Practice Nursing - Musculoskeletal Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the care patients with musculoskeletal disorders across the lifespan. It also assists students with the implementation of the Nurse Practitioner role in a collaborative model of practice. Prerequisite: Nursing 821 and Nursing 822. Variable credit.

840. Epidemiology and Pathogenesis of HIV/AIDS. This course will examine the epidemiology and pathogenesis of HIV infection. Current knowledge of the natural history, biology, virology, epidemiology and clinical aspects of HIV/AIDS will be examined, and HIV treatment, vaccine, and prevention trials will be reviewed. Epidemiologic studies will be critically reviewed to provide a synthesis of the current understanding of the pathogenesis of this infectious disease in various populations. 1 credit.

841. Pharmacologic Aspects of HIV/AIDS. This course will examine the pharmacologic aspects of HIV/AIDS prevention, care and treatment. Current evidence based treatment guidelines will be reviewed. Drug-drug interactions and prescribing in the context co-morbid conditions will be examined. Common diagnostic tests associated with initiating and maintaining antiretroviral therapy will be clinically applied. Prerequisites: Nursing 330 and 331 or Nursing 591 and 596, or permission of the instructor. 1 credit.

842. Psychosocial, Political, Legal and Ethical Aspects of HIV/AIDS. This course will examine the complex psychosocial, political, legal and ethical aspects associated with HIV/AIDS prevention, care, and treatment. Topics to be covered include coping and behavioral responses to HIV/AIDS, HIV-related stigma and the effects of social determinants of health on those diagnosed with HIV/AIDS and those triply diagnosed with HIV, mental health issues, and substance use disorders. In collaboration with the Duke AIDS Legal Project, students will examine issues related to wills, powers of attorney, advance directives, guardianship pleadings, ADAP/Medicare/Medicaid denials, disability applications, confidentiality, discrimination, the criminalization of HIV, and the ethical and legal obligations of PLWHA in connection with disclosure and control measures. 1 credit.

843. Clinical Care and Treatment Issues in HIV/AIDS. This course will allow the participants to examine common health problems experienced by persons living with HIV/AIDS from adolescence through senescence in the primary care setting. Topics will include management of antiretroviral therapy and its complications; the prevention, care and treatment of opportunistic infections and co-morbidities among persons living with HIV/AIDS (such as hypertension, lipid disorders, metabolic and bone disorders); harm reduction, health maintenance and disease prevention in HIV-infected individuals; management of individuals co-infected with HIV and hepatitis B or C; and inter-professional collaboration in the care and treatment of HIV/AIDS. Prerequisites: Nursing 334, 840, 841, and 842. Corequisite: Nursing 844. 2 credits.

844. HIV Clinical. In this course students will participate in a 168-hour supervised clinical practicum within an HIV treatment center with an HIV care provider to demonstrate skills learned in Clinical Care and Treatment Issues in HIV/AIDS. The students will also participate in a three-day visit to campus for an inter-professional team-based learning intensive. Prerequisite/Corequisite: Nursing 843. Variable credit.

845. Advanced Practice Nursing in Adult-Gerontology HIV/AIDS Primary Care Synthesis. This culminating clinical course focuses on the synthesis of theory and clinical management skills to manage the primary care of patients with HIV infection from adolescence through senescence. It also assists students with the implementation of the Adult/Gerontology Nurse Practitioner role in a collaborative model of practice. This course includes a supervised clinical practicum within an HIV treatment center with an HIV care provider, and a visit to campus for an inter-professional team-based learning intensive. Prerequisite: Nursing 843 and Nursing 844. Variable credit.

860. The Essentials of Care Coordination for Populations and Individuals. This course focuses on the exploration of care coordination processes for individual patients as well as populations. This will include a survey of best and evidence-based practice from a multidisciplinary care perspective. The impact of multiple determinants of health

for populations and individuals and the interventions to address their needs will be examined. Open to students enrolled in the Duke University School of Nursing or by permission of instructor. 3 credits.

861. Applications of Care Coordination of Populations and Individuals. This course will address multilevel care coordination process with seamless integration of population and individual perspectives. The examination of the needs of specifically medically and socially vulnerable populations and the individuals within them will be the focus. Practical applications of the population care coordinator process within varied settings will be employed. Prerequisite: Nursing 860. 3 credits.

865. Synthesis of Specialty Practice: Population Care Coordination. This course is designed to help students integrate and synthesize prior learning as they transition from the academic environment into professional roles in health care. The major goal of the course is to provide opportunities to increase both competence and confidence in the student's ability to perform in a care coordination 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. Prerequisite: Nursing 860 and Nursing 861 or instructor permission. Variable credit.

901. 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 philosophy and the history of science and nursing inform discussion about the nature of science and nursing's past, present and future directions in theory and knowledge development. Students will develop skills in concept and theory analysis related to trajectories of chronic illness and care systems. The student will apply knowledge gained to placing their area of scientific focus into a conceptual framework. Department consent required. 3 credits.

902. Quantitative Research Designs. This course introduces students to a range of nonexperimental and experiment designs used in health care research. Topics include identifying researchable problems, formulating research questions/aims/hypothesis, conceptual and operational definitions of variables, sampling designs, ethical issues in human subjects research, data collection techniques, and critique of analytical methods. Students will apply knowledge by participating in class discussions, critiquing published research, and exploring possible designs for their research focus. 3 credits.

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

904. 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: Nursing 903. Instructor consent required. 3 credits.

905. Longitudinal Methods. Focus is on longitudinal research methods, including conceptualization, design, data management, and analysis. Assumptions and limitations of longitudinal statistics, particularly the general linear mixed model, generalized estimating equations, and survival modeling; relationship between design and analyses; and strategies to maintain scientific integrity are covered. Topics include estimating and interpreting coefficients in mixed models, assessing model fit, and significance testing using SAS procedures. Assignments will provide the student with hands on data analytic experience (with relevant SAS procedures). Prerequisite: Nursing 903 and Nursing 904. Department consent required. 3 credits.

906. Qualitative Research Methodology. Focus is on theoretical and methodological aspects of interpretive research design. Discusses interpretive 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. Department consent required. 3 credits.

907. Overview of Chronic Illness & Care Systems. This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems and their intersection. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding trajectories and development, the care systems and their intersection through which individuals and groups interact to change illness trajectories. Department consent required. 3 credits.

908. Context of Chronic Illness & Care Systems. This course focuses 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 School 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. Department consent required. 3 credits.

909. Intervention Research Methods in Health Care. Focus is on an in-depth coverage of research designs that address causal relationships as well as critical elements in the design and implementation of intervention studies. Example of topics covered include development of research questions, hypotheses, sampling methods, research designs (quasi-experimental and experimental), reliability and validity (construct, internal and external validity), and intervention fidelity in research around trajectories of chronic illness and care systems. Department consent required. 3 credits.

910. Doctoral Seminar in Nursing Science Dissertation. In this doctoral seminar, the student will develop and 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. Department consent required. 3 credits.

911. Introductory Statistics. This course is designed to be an investigation into statistical elements and analyses commonly used in health and behavioral sciences. Focus is on gaining an understanding of statistical elements and tests involved in health science research. Topics will include measures of central tendency and variability, hypothesis testing, descriptive statistics, correlation, t-tests, ANOVA, simple and multiple linear regression, logistic regression, and non-parametric procedures in SAS. A SAS training course is offered as part of the course. The course will examine statistical test assumptions for parametric test involved in nursing research. The student will apply concepts by entering, analyzing, and interpreting data sets using SAS procedures. This course will also provide students with the ability to critically think about research methodology and testing used in nursing research. Instructor consent required. 3 credits.

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

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

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

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

920. Doctoral Mentored Teaching Practicum. This practice will focus in 4 areas: Enhance the professional development of PhD students to socialize and prepare them for faculty roles in schools of nursing. Provide a mechanism

for self-evaluation, discussions with mentors about strengths/weaknesses related to teaching and learning in nursing education. Develop and improve teaching skills in preparing for faculty roles. Cultivate relationships between faculty and students who share pedagogical interests. Variable credit.

921. Integrated Research Practicum. Students engage in a research practicum with an experienced researcher. The purpose of the practicum is to develop research skills through participation in the activities of the mentor's program of research. Activities may include grant development, research team meetings, protocol implementation, data analysis and dissemination. Consent required. Instructor: Staff. Variable credit.

922. 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.

925. 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. Instructor consent required. 4 credits.

926. Pharmacology for Nurse Anesthetists. The first course in a sequence of two designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia across the lifespan. The course is designed to provide the student with a thorough understanding of the basic science of pharmacology including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology. 3 credits.

927. 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. 3 credits.

928. 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.

929. Anesthesia Pharmacology. The second course in a sequence of two designed to provide the student with an in-depth knowledge of pharmacology and its applications to the clinical practice of anesthesia across the lifespan. The course is designed to provide the student with a thorough understanding of the basic science of pharmacology including pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacogenetics, pharmacy and toxicology. 3 credits.

930. 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. Instructor consent required. 3 credits.

931. Advanced Principles of Anesthesia I. Expands concepts introduced in Nursing 928 - 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 928. Instructor consent required. 4 credits.

932. 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 diseases states have on anesthesia selection and perioperative management are highlighted. Instructor consent required. 3 credits.

933. Diagnostic Reasoning & Physical Assessment for Nurse Anesthetists. This course is designed to introduce, develop, and refine the physical assessment skills of the nurse anesthesia practitioner as well as enhance their understanding, interpretation, and application of laboratory measurements and advanced diagnostic procedures in the perioperative setting. The comprehensive health assessment will focus across the lifespan. 3 credits.

934. 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 931. Instructor consent required. 3 credits.

935. Advanced Pathophysiology for Nurse Anesthetists II. This course is designed to help students understand the underlying pathophysiology of selected conditions affecting the hematologic, gastrointestinal, musculoskeletal, hepatic, renal, endocrine, immune, and coagulation systems. Implications and effects that various disease states have on anesthesia selection and perioperative management are highlighted. Instructor consent required. 3 credits.

941. Clinical Anesthesia Practicum (semester 1). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

942. Clinical Anesthesia Practicum (semester 2). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

943. Clinical Anesthesia Practicum (semester 3). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

944. Clinical Anesthesia Practicum (semester 4). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

945. Clinical Anesthesia Practicum (semester 5). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

946. Clinical Anesthesia Practicum (semester 6). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

947. Clinical Anesthesia Practicum (semester 7). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

948. Clinical Anesthesia Practicum (semester 1). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

949. Clinical Anesthesia Practicum (semester 9). Graduated, guided instruction in the clinical management of patients receiving various types of anesthesia. Selected topics, journal articles, and case reports are presented, critically analyzed, and discussed by presenters and participants at a clinical and literature review conference. Students must complete seven rotations to meet degree requirements. Variable credit.

960. Evidence-Based Practice I: Locating and Appraising Evidence. This course enables the student to determine "best" practices through examining the type and level of evidence; evaluating the quality of the literature and applicability to practice; benchmarking; and exploring and evaluating applicable resources and databases. Students propose clinical questions; search for evidence; appraise both qualitative and quantitative research, including systematic reviews and meta-analyses; organize and synthesize the results; and determine relevancy for translation into practice. Throughout the course students will focus on evaluating existing evidence related to their

clinical problem and possible innovations that will develop into their DNP project. Prerequisites: Graduate research methods and applied statistics courses. Instructor consent required. 3 credits.

961. Evidence Based Practice II: Implementation and Evaluation. Builds on Nursing 960, using innovation science and quality improvement research to examine the applicability of evidence based practice or practice guidelines in an organizational setting, translating the evidence into a practice protocol, implementing the protocol, and evaluating the effectiveness of the EBP in improving outcomes. Quality improvement models and processes as methods of using EBP to improve the outcomes of a group, population or community are addressed. Evaluation strategies include program evaluation designs and metrics, comparative research designs and use of appropriate statistical analysis, fidelity of the intervention, outcome measurement, and sustainability of the EBP. Prerequisite: Nursing 960. 3 credits.

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

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

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

965. Health Systems Transformation. This course explores the "art of the possible" and pushes students to discover new ways of thinking about traditional problems in health care. Students analyze and synthesize innovative approaches to complex issues in health care delivery systems using organizational theories. Concepts such as strategic management, operational policies, and change management are used to assess and synthesize how system level innovations are made in diverse health care settings. Prerequisite: Nursing 702 and Nursing 964. 2 credits.

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

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

968. Comparative International Health Systems. Explains the interconnectedness of health systems in terms of the classic Milton-Roemer model. Students will become "experts" about a health system of their choice outside the United States. We will examine a range of health systems with respect to their own published data, as well as data collected, and analyses conducted, by international organizations. Students will analyze and compare four models (Beveridge, Bismarck, National Health Insurance and Out-of-Pocket) in terms of quality, access and cost of care.

Emerging health care system structures and the pressures experienced by each will be analyzed in terms of current epidemiological transitions. 3 credits.

970. Scholarly Writing. This course presents the principles of scholarly writing. The focus will be on the writing process and the fundamentals of effective scholarly communication. The structure, technique, and process of scholarly writing will be covered from ideas and concepts through the development of arguments and written expression. Special emphasis will be placed on the synthesis of research evidence and describing explicit relationships that lead to specific conclusions. 1 credit.

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

998. General Elective. This course is to be used for matriculation planning purposes only in lieu of a general elective requirement. Variable credit.

999. Clinical Elective. This course is to be used for matriculation planning purposes only in lieu of a clinical elective requirement. Variable credit.



Financial Aid

Overview

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

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

Although the information in this chapter was current at the time of bulletin revision, the average amount awarded to individuals by any given funding source may vary considerably from year to year, dependent on availability of funding. Prospective students are therefore encouraged to update the information in this bulletin by periodically visiting the websites of financial aid programs that support nursing education.

Financial Aid: Academic Degree Programs

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

Accelerated Bachelor of Science in Nursing: Financial Aid

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

Duke University School of Nursing Scholarships

- **ABSN Need-Based Scholarship** provides ABSN students who demonstrate greatest financial need with a grant of up to \$30,000.

Duke University Scholars Program

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

Military Benefits

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

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$5,500 per year for ABSN students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of ABSN students, and provides up to \$12,500 through the Department of Education to students enrolled at least half-time.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

North Carolina State Education Assistance Programs

- **Forgivable Education Loans for Service** provides financial assistance to qualified North Carolina residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing).

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition fees and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility.

Master of Science in Nursing: Financial Aid

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

Duke University Health System Employee Benefit Programs

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 percent of tuition before taxes for up to 5 credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled in the MSN Program and meet RNTAP requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. Application materials and deadlines may be found on the Duke Human Resources website.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides MSN students who demonstrate significant financial need with a grant toward their tuition for up to six semesters.
- **Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.
- **Big Data Management Informatics Scholarship.** Prospective students who are applying to enter the Duke University School of Nursing MSN Informatics Program for the first time and meet eligibility requirements are encouraged to apply for this scholarship. This competitive scholarship could cover up to \$40,000 of tuition to complete the student's MSN nursing informatics program of study (\$20,000 per year for two years). Students may apply for this special scholarship one time only, prior to the first semester in which they are enrolled in the MSN nursing informatics major. The successful student can have the first year's \$20,000 Scholarship renewed in their second year for \$20,000. Non-degree students are not eligible to apply. For eligibility requirements and to apply, visit: <http://nursing.duke.edu/academics/programs/msn/informatics-scholarship-fall-2015-and-spring-2016>.

Duke University Scholars Program

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

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the MSN Program as part of the Yellow Ribbon initiative.
- **DUSON Active Duty Military Scholarship.** Active duty military students may apply for a special scholarship program funded by the Duke University School of Nursing. For more information and to apply, visit <http://nursing.duke.edu/academics/specialized-programs/military>.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$8,000 per year for MSN students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of MSN students, and provides up to \$20,500 through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree-seeking program.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.
- **Nurse Faculty Loan Program** is funded by a HRSA grant and assists nursing education students enrolled at least half-time with tuition expenses. The program provides forgiveness of up to 85 percent of the loan for those who work as full-time nursing faculty for a period of time after graduation.

North Carolina State Education Assistance Program

- **Forgivable Education Loans for Service** provide financial assistance to qualified NC residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing).

Federal Sponsored Scholarship and Loan Programs

- **National Health Service Corps (NHSC) Scholarships** provide tuition funding plus monthly living expense payments for nurse practitioner students who agree to work for two to four years after graduation in a health professional shortage area (HPSA).
- **National Health Service Corps (NHSC) Loan Repayment Program** provides nurse practitioners with up to \$50,000 to repay student loans in exchange for two years serving in a community-based site in a high-need HPSA that has applied to and been approved by the NHSC as a service site.
- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition, fees, and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility designated as a health professional shortage area (HPSA).

Doctor of Nursing Practice: Financial Aid

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

Duke University Health System Employee Benefit Programs

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 percent of tuition before taxes up to five credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled in the DNP Program and meet RNTAP requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. Application materials and deadlines may be found on the Duke Human Resources website.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides DNP students who demonstrate significant financial need with a grant toward their tuition for up to six semesters.
- **Doctor of Nursing Practice Merit Scholarships** provide new spring 2016 post-Master's DNP students with tuition support. One 75 percent tuition merit scholarship and five 20 percent tuition merit scholarships will be awarded for the 2016 spring semester. Students may apply for these special scholarships one time only, prior to the first semester in which they are enrolled in the DNP Program. The scholarships are awarded to cover the minimum credits required for the DNP Program.
- **Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.

Duke University Scholars Program

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

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the DNP Program as part of the Yellow Ribbon initiative.
- **DUSON Active Duty Military Scholarship.** Active duty military students may apply for a special scholarship program funded by the Duke University School of Nursing. For more information and to apply, visit <http://nursing.duke.edu/academics/specialized-programs/military>.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$8,000 per year for DNP students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of DNP students, and provides up to \$20,500 through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree seeking program.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.
- **Nurse Faculty Loan Program** is funded by a HRSA grant and assists DNP students enrolled at least half-time with tuition expenses. The program provides forgiveness of up to 85 percent of the loan for those who work as full-time nursing faculty for a period of time after graduation.

North Carolina State Education Assistance Program

- **Forgivable Education Loans for Service** provide financial assistance to qualified North Carolina residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing).

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition, fees, and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility.
- **Federal HRSA Faculty Loan Repayment Program** repays up to \$40,000 of the student loan balance of selected applicants from disadvantaged backgrounds in exchange for two years of service as faculty of an accredited health professions college or university.

PhD Program in Nursing: Financial Aid

The [PhD Program in Nursing](#) is a program of the Duke University Graduate School, and follows Duke University policies and requirements as described in the [2015-2016 Bulletin of the Duke University Graduate School](#). Funding support for PhD students is arranged through The Graduate School and not through the School of Nursing.

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

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

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

- **Hartford Foundation Building Academic Geriatric Nursing Capacity Predoctoral Scholarship Program.**

This predoctoral scholarship program is designed to support two years of doctoral work for nurses committed to careers in academic geriatric nursing. The program awards a total of \$100,000 (\$50,000 per annum) to each selected predoctoral Scholar.

- **Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows in Nursing Research (F31).** This fellowship program provides predoctoral training support for students in nursing.

Faculty will assist PhD students in the second semester of nursing doctoral study to develop an NRSA application that proposes an individualized research training program and dissertation research that is consistent with the scientific mission of the National Institute of Nursing Research.

- **Duke University Scholarships.** Duke Graduate School provides additional scholarship opportunities to all Duke University Graduate School students. For more information about Graduate School funding or federal loans, please contact The Graduate School Financial Aid Office by e-mailing lisa.roop-wioskowski@duke.edu or calling (919) 681-3247.

Please consult the [PhD Program in Nursing Graduate Student Handbook for 2015-2016](#) for additional information about the funding support policy of the PhD Program, or contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797).

Financial Aid: Certificate Programs

Post-Graduate and Post-Master's Certificate Options: Financial Aid

Duke is committed to helping post-graduate and post-master's certificate students afford our high-quality Duke education by identifying financial aid and loan programs.

Duke University Health System Employee Benefit Programs

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 percent of tuition before taxes for up to five credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled in the post-graduate and post-master's certificate option and meet RNTAP requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. Application materials and deadlines may be found on the Duke Human Resources website.

Loan Programs

- **Federal Stafford Loan Program** is the most common student loan program for funding the education of post-graduate and post-master's certificate students, and provides up to \$20,500 through the Department of Education to post-graduate and post-master's students enrolled at least half-time.
- **Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree-seeking program.

- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

Graduate Certificate in Health Informatics: Financial Aid

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

Duke University Health System Employee Benefit Programs

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 percent of tuition before taxes for up to five credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled as graduate certificate students and meet RNTAP requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. Application materials and deadlines may be found on the Duke Human Resources website.

Loan Programs

- **Federal Stafford Loan Program** is the most common student loan program for funding the education of graduate certificate students, and provides up to \$20,500 through the Department of Education to post-Master's students enrolled at least half-time. Post-Bachelor's students may receive up to \$12,500 in Federal Stafford Loan funding.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.



Applying for Financial Aid

ABSN, MSN, and DNP Programs

Eligibility

Any ABSN, MSN, or DNP applicant or current student who is a US citizen or an eligible noncitizen is eligible to apply for financial aid.

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

- a US 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.”

Federal regulations governing the student financial assistance programs stipulate that in order to continue to be eligible for Title IV funds (e.g., Direct Subsidized/Unsubsidized Loan, Direct Graduate PLUS Loan, Federal Perkins Loan) students must maintain satisfactory academic progress toward a degree. To maintain satisfactory academic progress, students must achieve a required minimum grade point average (GPA), complete a minimum number of credit hours, and graduate within a specified timeframe.

The specific satisfactory academic progress (SAP) guidelines by academic program are as follows:

Program	Qualitative (GPA)	Quantitative (Pace)	Maximum Timeframe
ABSN	2.0		87 DUSON credits
MSN & Certificates	2.7	Completing two-thirds (67%) of attempted coursework	5 years
DNP	2.7		5 years (7 years post-bachelor’s)

For more information, please visit the [Duke University School of Nursing financial aid website](#).

How to Apply for Financial Aid

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

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

Free Application for Federal Student Aid (FAFSA). All new students interested in applying for federal financial aid or Duke University School of Nursing need-based scholarships must complete the [Free Application for Federal Student Aid \(FAFSA\)](#), available online through the Department of Education, and the DUSON Financial Aid Application, available in the [Forms section](#) of the Financial Aid page of the Duke University School of Nursing website. FAFSA applications must be renewed yearly. Duke University’s FAFSA school code is 002920. Financial aid priority deadlines will be communicated through the Duke Days presentation materials and updated in the Financial Aid section of the School of Nursing website.

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

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

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 percent of tuition before taxes for up to five credit hours per semester for registered nurses employed at least one year by Duke University Health System who are enrolled as MSN, post-graduate certificate, post-master’s certificate, or DNP students in the School of Nursing and meet RNTAP requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. [Application materials and deadlines](#) may be found on the Duke Human Resources website.

PhD Program

Arrangements for additional financial aid for graduate study in the PhD Program should be made by contacting The Graduate School financial aid officer at lisa.roop-wioskowski@duke.edu or (919) 681-3247.

Students who have passed the preliminary (admission to PhD candidacy) exam may apply to The Graduate School for additional sources of funding to support research and writing. Information about The Graduate School awards and opportunities for external funding support is provided in the [PhD Program in Nursing Graduate Student Handbook for 2015-2016](#).

Post-Graduate, Post-Master's, and Health Informatics Graduate Certificates

Eligibility

Any post-graduate certificate, post-master's certificate, or health informatics graduate certificate applicant or current student who is a US citizen or an eligible noncitizen is eligible to apply for financial aid.

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

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

How to Apply for Financial Aid

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

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

Free Application for Federal Student Aid (FAFSA). All students interested in applying for federal financial aid must complete the [Free Application for Federal Student Aid \(FAFSA\)](#), available online through the Department of Education.

- FAFSA applications must be renewed yearly. Duke University's FAFSA school code is 002920.
- Financial aid priority deadlines will be communicated in the Financial Aid section of the School of Nursing website.

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

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

Nondegree Students

Nondegree students are not eligible for financial aid.

Additional Resources

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

- **Foundation and Organization Scholarships.** Some students with unique needs or who meet specific qualifications may find additional scholarship or loan assistance through foundations and other organizations. Additional information regarding outside scholarships may be found in the Financial Aid section of the Duke University School of Nursing website.
- **Cost of Attendance Estimates.** [Cost of attendance estimates for the 2015-2016](#) academic year are available online for ABSN, MSN, DNP, and nurse anesthesia students. These estimates, which include tuition and fees plus estimates for housing, food, transportation, and miscellaneous expenses are available for use by applicants for student loans and scholarships.
- **Student Bills and the Bursar's Office.** The Duke University [Office of the Bursar](#) manages tuition and fee charges and financial aid posted to student accounts, and can assist with billing questions. Students should contact the Bursar's Office to inquire about refunds and billing inquiries.



School of Nursing Scholarships

The Duke University School of Nursing awards need-based scholarships for students in the ABSN Program, MSN Program, and DNP Program. School of Nursing scholarships are not awarded to certificate and nondegree students.

Sources of School of Nursing Scholarships

The School of Nursing receives scholarship funds from a variety of sources and benefactors. These sources are listed individually below. Students need not apply for a specific scholarship fund. When students complete the [Free Application for Federal Student Aid \(FAFSA\)](#) and the [DUSON Financial Aid Application](#) with the intention of applying for need-based scholarship assistance, they are applying for and are considered for all scholarships for which they qualify.

The Allen Family Nursing 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.

The Bell Family Scholarship fund was established in 2014 by Christy and Susan Bell to provide scholarship support to students enrolled in the Duke University School of Nursing.

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

The Edward G. and Mary Martin Bowen Scholarship 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.

The Class of 1954 Scholarship 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 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.

The Hugh & Nan Cullman Nursing Scholarship fund was established in 2009 to support scholarships for students participating in international studies and clinical experiences with preference given to students studying in the regions of the Caribbean and Central America.

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

The Duke University School of Nursing Class of 1962 Scholarship was established in 2013 by an anonymous donor.

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

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

The Helene Fuld Health Trust Scholarships fund 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." To their original gift, established in 2002, the Helene Fuld Health Trust conveyed a second gift in 2014 to provide additional scholarships to accelerated BSN students.

The Ann Henshaw Gardiner 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.

The Catherine Gilliss Endowed Scholarship Fund was established in 2015 as a tribute to Catherine Gilliss and her legacy of excellence as Dean of the School of Nursing (2004-2014). This fund provides student scholarships, with preference given to PhD students.

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.

The Pauline Gratz Memorial Scholarship 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.

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

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

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

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

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

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

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

Robert Wood Johnson Foundation New Careers in Nursing Scholarship Program. This ground-breaking national initiative, launched by the Robert Wood Johnson Foundation and the American Association of Colleges of Nursing (AACN), aims to help alleviate the nation's nursing shortage by dramatically expanding the pipeline of

students in accelerated nursing programs. The program provides scholarships for entry-level nursing students in accelerated programs. Award preference is given to students from groups underrepresented in nursing or from disadvantaged backgrounds.

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

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

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

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

Herman and Rose Krebs Scholarship. This endowed fund was established in 1999 by Ralph Snyderman, MD, 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 University 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.

The Bobbi Belfor Lucovsky Scholarship was established in 2011 by her husband, Dr. Gerald Lucovsky. The fund will be used to fund scholarships to School of Nursing students.

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

The Margaret Lightsey MacMillan Payne Scholarship was established in 2012 by Margaret Payne. The fund will be used to fund scholarships to School of Nursing students.

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

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

The Dr. Scholl Foundation 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.

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

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

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

The Teagle Nursing Scholarship was established by The Teagle Foundation, Inc. to support students pursuing the master's degree in nursing and healthcare leadership.

The Emmy Lou Tompkins Scholarship 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 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.

The Florence K. Wilson 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.

The Ruby Wilson Student Scholarship was established by the Duke University in 2013 to recognize Dean Emerita Ruby Wilson for her 55 years at Duke.

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



Tuition and Fees

Tuition

The information in this section pertains primarily to the tuition and fee structure for the Accelerated Bachelor of Science in Nursing (ABSN) Program, Master of Science in Nursing (MSN) Program, post-graduate and post-master's certificate options, and Doctor of Nursing Practice (DNP) Program of the Duke University School of Nursing. Details are available online at the [Tuition and Fees](#) page of the School of Nursing website.

Because the PhD Program in Nursing is a program of The Graduate School of Duke University, its tuition and fees follow a different structure, in accordance with The Graduate School's policy. Prospective and current PhD students will find detailed information about tuition and fees in the [2015-2016 Bulletin of the Duke University Graduate School](#).

Tuition: ABSN, MSN, and DNP Students

Tuition costs

For all ABSN students, tuition is charged on a per semester basis. ABSN tuition is \$19,194 per semester. In the event a student must decelerate, the student will be charged the graduate per credit hour tuition rate, as listed below.

For all students in the MSN Program and the DNP Program, tuition is charged per credit hour. To calculate your tuition for the academic year, multiply the number of credit hours in which you are enrolling by the per-credit-hour rate. For Academic Year 2015-2016, the rate is \$1,568 per credit hour for all graduate-level courses.

Tuition: PhD Program in Nursing

Tuition Costs

The PhD Program in Nursing is a program of the Duke University Graduate School, and its tuition costs are determined by The Graduate School. For further information concerning tuition in the PhD Program, please consult the [2015-2016 Bulletin of the Duke University Graduate School](#) or the [Duke University Graduate School Cost of Attendance webpage](#), or contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797.

Tuition: Post-Graduate Certificate, Post-Master's Certificate, Health Informatics Graduate Certificate, and Nondegree Students

Tuition Costs

For post-master's and post-graduate certificates, health informatics graduate certificate, and nondegree students, tuition is charged at the graduate per-credit-hour tuition rate (\$1,568 as of Fall 2015).

Fees

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

Academic Program Fees

Academic Fees: ABSN, MSN, and DNP Degree Programs

Unless otherwise indicated, the fees described below pertain to students in the ABSN Program, MSN Program, and DNP Program.

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

Technology Fee. A \$150 per semester fee is assessed for technical support from the Center for Instructional Technology and Distance Learning (CITDL).

Continuation of Enrollment Fee. A fee of \$1,568 (equivalent to one graduate credit hour) is assessed if a student cannot complete a clinical course within the required semester and must extend the clinical component of the course into the following semester(s).

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

Transcript Fee. All matriculants (with the exception of nondegree 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. Nondegree students pay a \$20 fee each semester for the first two semesters, for a total fee of \$40.

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

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

International Cultural Immersion Program Fees. One of these three International Cultural Immersion Program travel fees will be charged to students who enroll in the applicable course offered in conjunction with the School of Nursing's Office of Global and Community Health Initiatives (OGACHI) which manages student travel abroad for the School International Fee for International Cultural Immersion Program Travel to Caribbean Countries (\$2,500); International Fee for International Cultural Immersion Program Travel to Asian Countries (\$4,000); International Fee for International Cultural Immersion Program Travel to African Countries (\$4,500);

CRNA Test Preparation Fee (Nurse Anesthesia students only). This one-time nonrefundable \$450 fee is charged to Nurse Anesthesia students for the CRNA test preparation course.

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

Academic Fees: PhD Program

Fees charged to PhD students are determined annually by The Graduate School of Duke University. For details, visit the online summary provided in the [Cost of Attendance page](#) on The Graduate School website and the Financial Information section of the [2015-2016 Bulletin of the Duke University Graduate School](#), or contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797.

Nonacademic Fees

Student Health Fee

ABSN, MSN, and DNP Students. All enrolled full-time students and part-time degree candidates are assessed a mandatory student health fee each semester. Student health fees are \$376 for each of for the fall and spring semesters, and \$266 for the summer semester. Waivers are available to students who are full-time Duke employees or spouses of Duke employees or students enrolled in an online/distance-based program who live more than fifty miles from Duke's campus.

The student health fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of [services covered by the student health fee](#) is available online.

PhD Students. Information about student health fees for PhD students is available in the Financial Information section of the [2015-2016 Bulletin of the Duke University Graduate School](#).

Post-Master's Certificate, Graduate Certificate, and Nondegree Students. All on-campus students enrolled full-time or part-time are assessed a mandatory student health fee each semester. Student health fees are \$376 for each of for the fall and spring semesters, and \$266 for the summer semester. Waivers are available to students who are full-time Duke employees or spouses of Duke employees or students enrolled in an online/distance-based program who live more than fifty miles from Duke's campus. The student health fee covers most services rendered by the Student Health Center during each enrolled semester. A summary of [services covered by the student health fee](#) is available online.

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

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

Other Nonacademic Fees

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

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

Graduate Student Activity Fee. A fee of \$17.25 per semester for fall and spring semesters charged to the student's bursar account provides full-year membership in the [Graduate and Professional Student Council](#). This fee is charged to students enrolled in the ABSN Program, MSN Program, and DNP Program and also to post-master's certificate, post-graduate certificate, and health informatics graduate certificate students. This activity fee is not charged to PhD students because it is now included in the PhD Program package.

Graduate Student Services Fee. A fee of \$10 per semester for Fall and Spring semesters charged to the student's bursar account funds co-curricular services such as University career services and cultural programming. This fee is charged to students enrolled in the ABSN, MSN, and DNP Program, and also to students enrolled in post-master's certificate, post-graduate certificate, and health informatics graduate certificate programs.

Recreation Fee. Graduate and professional students are charged a recreation fee of \$130 per semester for fall and spring semesters to utilize on-campus recreation facilities, including the [Brodie Recreation Center](#) on East Campus and the [Wilson Recreation Center](#) on West Campus, tennis courts, and other Duke recreational facilities. This recreation fee is required for students in the Duke University School of Nursing ABSN Program, but it is optional for students in the MSN Program and DNP Program and for post-master's certificate, post-graduate certificate, and health informatics graduate certificate students.

Per the policy of The Graduate School of Duke University, the recreation fee pertains to all students in the PhD Program in Nursing, and it is funded for their first three years of enrollment by their financial package; however, they must opt in through the Graduate School.

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. Nonregistered students will be required to make payment for tuition, fees, required

deposits, and any past due balance at the time of registration. A student in default will not be allowed to register for future semesters, to receive a transcript of academic records, have academic credits certified, or receive a diploma at graduation. In addition, an individual in default may be subject to withdrawal from school and have the account referred to a collection agency and/or credit bureau. For more information, please visit the [Bursar's office website](#).

Refunds

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

- In the event of death, tuition and fees will be fully refunded to the estate of the deceased.
- 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:
 - withdrawal before classes start: full refund;
 - withdrawal during the first or second week of classes: 80 percent refund (the student health fee will not be refunded);
 - withdrawal during the third, fourth, or fifth week of classes: 60 percent refund (the student health fee will not be refunded);
 - withdrawal during the sixth week of classes: 20 percent refund (the student health fee will not be refunded); or
 - withdrawal after six weeks: no refund.
- Grants and scholarships will be adjusted on the same pro-rata basis as tuition and will not be refunded or carried forward.
- Federal loans must be adjusted proportional to the number of days attended within the semester, in accordance with federal regulations. More information may be found in the [Financial Aid](#) section of the Duke University School of Nursing website, under [Policies and Procedures](#).





Student Life

Student Government

Duke University School of Nursing Student Council

The Duke University School of Nursing Student Council is the governing body for all students in the school, and is composed of elected officers and class representatives. Its sole purpose is to serve the students' educational and professional needs and provide a formal structure for student participation in a wide variety of events within the school. Activities include submitting information to the student listserv covering local events and opportunities of interest to students, cosponsoring events at Duke with other organizations, (i.e., Duke University and Duke Medicine organizations, the local chapter of Sigma Theta Tau, and the Duke University School of Nursing Alumni Association). The Student Council enhances students' educational experience by increasing awareness of resources and student services, encouraging student involvement in DUSON activities, and sponsoring events throughout the school year, including alumni and student socials, service projects, and career planning events.

Graduate and Professional Student Council (GPSC)

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

School of Nursing students receive full Duke University Union privileges via the GPSC activity fee (\$17.25 per semester). DUU privileges include free admission to Freewater films and Major Speakers Presentations, discounts on major attractions concerts, tickets to other cultural events, and Craft Center privileges.

School of Nursing Associations

Sigma Theta Tau

In the spring of 1972 the Beta Epsilon Chapter of the [Sigma Theta Tau International Honor Society of Nursing](#), was established at Duke with a charter membership of one hundred students, faculty, and alumni. Sigma Theta Tau is the only international honor society for nursing and is a member of the Association of College Honor Societies. The first chapter was established in 1922. The society recognizes achievement of superior quality, fosters high professional standards, encourages creative work, recognizes the development of leadership qualities, and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is a scholarly professional organization that promotes the best in nursing.

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

Duke University School of Nursing Student Ambassadors

The goal of the Student Ambassador program of the Duke University School of Nursing Office of Admissions and Student Services is to develop a cadre of highly trained nursing students who are knowledgeable about the School's mission, key marketing messages, and processes related to recruitment, admissions and enrollment and alumni initiatives. DUSON Student Ambassadors will represent the School of Nursing amongst a variety of audiences including prospective students, alumni, and school guests demonstrating a high level of School pride and exceptional service at all times. Students who are interested in participating are encouraged to contact Bebe Mills, Director of Student Services.

Duke Chapter of American Assembly for Men in Nursing

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

Duke Emergency Nursing Students (DENS)

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

Duke Nursing Students Without Borders

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

DUSON Spectrum

The mission of DUSON Spectrum is to assist the Duke University School of Nursing in meeting its goals addressed in the Duke University School of Nursing Mission Statement. This organization is committed to the advancement of the health of lesbian, gay, bisexual, transgender, and other individuals of minority status through the practice of nursing advocacy. DUSON Spectrum will encourage its members to be socially-aware, active, and responsible Duke citizens who reflect the DUSON Spectrum mission proudly in their nursing practice.

Fusion: Multicultural Nursing Student Association

The mission of Fusion: Multicultural Nursing Student Association is to represent diversity within DUSON for students from diverse, ethnic and racial backgrounds to come together as learners and leaders towards a more multicultural and rich nursing workforce. FUSION will encourage its members to be socially-aware, active, and responsible Duke citizens who reflect the FUSION mission proudly in their nursing practice.

National Student Nurses Association–Duke Chapter

The Duke University School of Nursing Student Nurses Association (DUSON SNA) is the Duke chapter of the National [Student Nurses Association \(NSNA\)](#) and the [North Carolina Association of Nursing Students \(NCANS\)](#). The organization serves several purposes: assumes responsibility for contributing to nursing education in order to provide for the highest quality of health care; provides programs representative of fundamental interests and concerns

to nursing students; and aids in the development of the whole person, his/her professional role, and his/her responsibility for health care of people in all walks of life. The functions of the DUSON SNA include: providing direct input into standards of nursing education and influencing the education process; influencing health care, nursing education and practice through legislative activities as appropriate; and representing nursing students to the consumer, to institutions, and other organizations. The organization also promotes and encourages student participation in community affairs and activities towards health care and the resolution of related social issues and in interdisciplinary activities; recruitment efforts, participation in student activities, and educational opportunities regardless of a person's race, color, creed, sex, lifestyle, national origin, age, or economic status; and collaborative relationships with nursing and health related organizations.

Nightingales

DUSON's student-directed a cappella group, the Nightingales, includes students, faculty, and staff who love to sing and have fun together. Music is great self-care for those singing and hearing it, so we love to be able to use our gifts outside the classroom / lab / clinic / office to bring joy to ourselves and others.

Nurses Christian Fellowship

Nurses Christian Fellowship is intended to be an interdenominational Christian fellowship club for nursing students at all levels. We intend to meet weekly for Bible study, fellowship, prayer, and service oriented activities. Our general aim in doing so is to create friendship with each other and to share ideas about how our Christian values might have a positive impact upon our role as developing nurses.

Alumni Associations

Duke Alumni Association

Operating from the Alumni House at 614 Chapel Drive, the [Duke Alumni Association](#), through its affiliate groups such as local clubs, classes, and school and college alumni associations, links more than 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.

Duke Nursing Alumni Council

Duke University School of Nursing has a rich history of educating nurse clinicians, researchers, and scholars committed to the nursing profession's goal of accomplishing good in the face of challenging problems. The Duke Nursing Alumni Council is a representative body of such alumni who encourage and support the mission of educating transformative nursing leaders.

The Development and Alumni Affairs office of the School of Nursing encourages alumni to maintain contact with the School of Nursing, with their classmates, and with currently enrolled students, and to increase involvement in the DUSON nursing community by participating in class reunions, organizing local alumni events, and giving financially. The office also provides opportunities for alumni to inform their classmates about changes in their lives and careers by sending information for publication in the class notes section of the annual newsletter.

Student Affairs and Campus Life

Duke University Student Affairs

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

- The [Center for Sexual and Gender Diversity](#) provides education, advocacy, support, and space for lesbian, gay, bisexual, pansexual, transgender, transsexual, intersex, questioning, queer, and allied students, staff, and faculty

at Duke. The Center for Sexual and Gender Diversity also serves and supports Duke alumni/ae and the greater LGBTQ community.

- The [Center for Multicultural Affairs](#) empowers students and their organizations to create a vibrant and inclusive multicultural student community. CMA promotes community engagement, multicultural education, and leadership development through its programs and services.
- The [International House](#) (Ihouse) mission is to provide educational services and advocacy to the international population at Duke as well as outreach to the Durham community. The International House offers extensive cross-cultural programming and information to enhance the global mission of the university.
- [Jewish Life at Duke](#) is comprised of the Freeman Center for Jewish Life and the Rubenstein-Silvers Hillel. The Freeman Center provides a home for Jewish life on campus while the Rubenstein-Silvers Hillel provides exciting and innovative programming throughout the Duke community. The combination works to foster and enrich Jewish life through social, educational, religious, and cultural activities.
- [Muslim Life at Duke](#) is committed to enriching the lives of Muslim students and the whole campus through events and activities that cater to the spiritual, social, and intellectual needs of Duke students.
- The [Mary Lou Williams Center for Black Culture](#) strives to promote racial understanding, build community, and foster an appreciation for and increase knowledge of black people, black history, black culture, and the vast contributions of people of the African Diaspora.
- The Duke University [Women's Center](#) is dedicated to helping every woman at Duke become self-assured with a streetwise savvy that comes from actively engaging with the world, and welcomes men and women alike who are committed to gender equity and social change.

Duke Engage

The [DukeEngage](#) program provides full funding for select Duke undergraduates who wish to pursue an immersive summer of service in partnership with a U.S. or international community. As of summer 2015, more than 3,000 Duke students have volunteered through DukeEngage in 79 nations on six continents.

Duke Office for Civic Engagement

The [Duke Office for Civic Engagement](#) incubates, coordinates, and amplifies the various ways that students, faculty, and staff work to make a difference in the civic life of our communities. Serving as the hub for civic engagement activities across campus, the Office supports Duke's collaborations with communities on pressing social challenges.



Athletics and Recreation

Sports

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

Intramural and Club Sports

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

Recreational Facilities

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

Interdisciplinary Centers of Interest

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

The [Center for Documentary Studies at Duke University](#) (CDS) provides education and engagement in collaborative documentary work at Duke and in the surrounding community. CDS documentary studies are based on extended fieldwork using photography, film/video, audio, and narrative writing, and balance community goals, and individual artistic expression. CDS promotes and displays documentary work to regional, national, and international audiences. Multimedia documentary exhibits are on display in several galleries within the DCS facility and online.

The [Duke Lemur Center](#), located on eighty-five acres within Duke Forest, is the world's largest sanctuary for rare and endangered prosimian primates. The facility houses about 250 animals, including fifteen species of lemurs. The Lemur Center embodies a holistic approach to conservation of prosimians and their natural habitat through international collaboration, research, and scholarship. Tours of the Lemur Center can be arranged by appointment.

The Arts at Duke

Online Calendars

The Duke University and Durham community online calendars provide information about dates, times, and locations for campus and community events respectively. These calendars feature events of all types and provide comprehensive coverage of local arts programming.

- The online [Duke University Events Calendar](#) the online events calendar for Duke University, provides dates, times, and locations for campus events of all types. Click on the arts calendar view for information about musicals, dance, and theater performances, readings, master classes, film/movies, and visual arts exhibits.
- The [Durham Events Calendar](#) includes sections that list musical, dance, theatrical, and film events, literary events (readings, poetry), and visual arts exhibitions in the Durham area, within and beyond Duke University.

Performing Arts

Performing arts and cultural events at Duke University are sponsored by a variety of university and student-led organizations and academic departments, including (but not limited to) those listed below.

Duke University academic departments and programs that sponsor programming in the performing arts include:

- The [Department of Music](#) sponsors performances by the Duke Chorale, Duke Collegium Musicum, Duke Djembe and Afro-Cuban Percussion Ensemble, Duke New Music Ensemble, Duke Jazz Ensemble and Jazz Combos, Duke Opera Workshop, university community by audition. Links to websites for each of these ensembles can be accessed through the [Department of Music Ensembles](#) website. The Department of Music also sponsors solo and chamber music performances by Duke faculty and students and by visiting musicians.
- The [Department of Theater Studies](#) programming includes performances by the [Duke Players](#) (theatrical performances featuring Duke students) and [Theater Previews at Duke](#).
- The [Duke Dance Program](#) features master classes, residencies, and performances by visiting artists and sponsors dance performances by Duke faculty and students.
- The [Arts of the Moving Image Program](#), which offers interdisciplinary studies in production, history, and critical analysis of film, television, animation, and computer-generated media, sponsors the [Screen/Society](#) film and video series.

Duke Performances

Performances provides cultural programming through a number of series covering the full range of the performing arts (both traditional and nontraditional) from diverse cultures. Programming includes ongoing classical series (Duke Artists Series, Chamber Arts Society, Piano Recital Series, Ciompi Quartet) and several unique themed series each year which may include jazz, roots, folk, and/or world music, dance, theater, and interdisciplinary performances. Links to all of these series can be accessed through the [Duke Performances](#) website.

Duke University Union (DUU)

[Duke University Union](#) is a student-run umbrella organization responsible for a variety of campus programming initiatives, including Duke Coffeehouse (diverse local arts programming); Duke Student Broadcasting (television, online media); Freewater Presentations (multiple film series including mainstream, independent and foreign, documentary and classic films); Freewater Productions (student-run film/video production); Innovations; Jazz@ (live weekly jazz performances by university and local musicians at the Mary Lou Williams Center for Black Culture); Joe College Concerts; LDOC (Last Day of Classes concerts); Major Attractions (major musical acts from a wide array of genres, emphasizing popular artists and bands); Small Town Records (student-run record label supporting Duke University student artists); Speakers and Stage (professional touring productions of drama and comedy, speakers, and music); VisArts (arranging art exhibitions in several campus galleries); and WXDU (student-run FM radio station). Links to websites for DUU-sponsored programs can be accessed through the [Duke University Union](#) website.

Duke Chapel Choir

The [Duke Chapel Choir](#) is the 130-voice resident choir for Sunday services at Duke Chapel. Annual performances of Handel's "Messiah" each December are a long-standing Duke tradition.

Student-Run Performing Arts Organizations

Student-run performing arts organizations independent of the Duke University Union include dance organizations, theater and comedy groups, and vocal ensembles. The lists below represent only a sample of the wide variety of student-led performing arts organizations at Duke University:

- **Dance organizations:** Dance Black, Dance Slam, Defining Movement, Duke Chinese Dance Troupe, Duke Dhamaka, On Tap, Precision Step team, Sabrosura Latin Dance Troupe.
- **Theater and comedy groups:** Hoof n'Horn (musical theater), Karamu Drama Group (African American/ethnically diverse theater), Duke University Improv (improvisational comedy).
- **Vocal ensembles:** United in Praise (gospel choir); a capella ensembles (mixed: Rhythm & Blue, Something Borrowed, Something Blue; men's: The Pitchforks, Speak of the Devil; women's: Deja Blue, Lady Blue, Out of the Blue, Sapphire).

American Dance Festival

The [American Dance Festival](#) (ADF), an independent arts organization headquartered in Durham since 1977, presents a six-week program each summer on the Duke University campus. This program provides professional training for dancers, choreographers, and teachers, and it features classes, residencies, and performances by major established companies and emerging artists from around the world.

Visual Arts

Nasher Museum of Art

The [Nasher Museum of Art](#) at Duke University, designed by architect Rafael Viñoly, includes gallery space for both visiting art exhibitions and ongoing displays from the permanent collection (which is particularly strong in medieval and Renaissance art, African art, ancient American/pre-Columbian art, and Classical Greek and Roman antiquities, with a developing focus on modern and contemporary art). The museum building includes meeting spaces, auditorium, classrooms, and a café, enabling it to host performances, lectures, films, and social events fostering multidisciplinary learning in the visual arts. Admission is free to Duke students, faculty, staff, and Durham residents, although tickets must be purchased for some special exhibitions.

Department of Art, Art History, and Visual Studies

The [Department of Art, Art History, and Visual Studies](#) supports residencies by visiting artists, and provides space for the creation of visual, digital, and multimedia art in the Arts, Culture, and Technology Studios of the Smith Warehouse on Buchanan Street.

Duke Landmarks

Duke Chapel

[Duke Chapel](#), one of the most widely recognized symbols of Duke University, is at the center of the Gothic West Campus. Built in 1932, the chapel is dominated by a 210-foot tower housing a fifty-bell carillon. Other outstanding features include seventy-seven stained-glass windows and three exceptional pipe organs. Restoration work at Duke Chapel began in May, 2015 and is expected to last about a year. The restoration project will rehabilitate the ceiling, replace the roof, restore several stained windows and much of the woodwork, and clean the floors and walls. The Chapel nave (the main worship space) will remain closed until spring 2016, and worship services will be held at alternate locations. The dean of the chapel and the director of religious life collaborate with campus ministers and staff representing Protestant, Roman Catholic, Orthodox, Jewish, Muslim, Hindu, Buddhist, and other faith communities and other groups in a multifaceted ministry that can respond to the plurality of religious interests on campus.

Duke Forest

[Duke Forest](#) includes multiple tracts in Durham, Orange, and Alamance counties, with a total area of more than 7,000 acres. Duke Forest is managed for multiple uses, including education and research in environmental sciences, ecology, and forestry, protection of wildlife and rare plant species, and demonstration of timber management practices. Limited public recreational use of Duke Forest (hiking, bicycling, horseback riding, fishing, nature study,

and picnicking) is permitted, provided that it does not conflict with teaching and research projects. Group activities must be approved in advance.

Sarah P. Duke Gardens

The [Sarah P. Duke Gardens](#) include fifty-five acres of landscaped and woodland gardens within easy walking distance of the School of Nursing. The gardens, open without charge to the public daily from 8 a.m. to dusk, attract more than 300,000 visitors each year. Highlights include four distinct gardens, each with its own focus and flavor: the Historic Gardens, including the popular Terrace Gardens, dedicated in 1939; the H.L. Blomquist Garden of Native Plants, a representation of the flora of the southeastern United States; the W.L. Culberson Asiatic Arboretum, devoted to plants of eastern Asia; and the Doris Duke Center Gardens, including the new Charlotte Brody Discovery Garden. There are five miles of allées, walks, and pathways throughout the gardens, and many shaded benches. The Doris Duke Center provides 12,000 square feet of space for educational and garden events, meetings, receptions, and catered events. Duke Gardens was named among the top ten public gardens in the United States by tripadvisor.com, and one of the South's ten best public gardens by *Southern Living*.



Index

A

Academic Advisement 64
Academic Calendar 6, 7, 8
Academic Degree Programs 34
 ABS N Program 35
 DNP Program 38
 MSN Program 36
 PhD Program 39
 Program Descriptions 35
Academic Policies and Procedures 61
Academic Warning & Academic Probation 67
Accelerated Bachelor of Science in Nursing (ABS N)
 Program
 ABS N Degree Requirements 82
 ABS N Program Description 35
 Admission Requirements 45
 Financial Aid 168
Adding, Dropping, or Withdrawing from a Course 65
Administration 9
 Academic 9
 Health System & Medical Center 10
 School of Nursing 10, 11
 University 9
Admission Requirements 45
 ABS N Program 45
 Academic Degree Programs 45
 Certificate Programs 54
 DNP Program 47
 DNP with Specialization in Nurse Anesthesia 49
 Health Equity Academy 57
 Health Informatics, Graduate Certificate in 55
 International Student Requirements 52
 MSN Program 46
 Nondegree Enrollment Option 56
 PhD Program 51
 Population Care Coordinator Certificate 56
 Post-Graduate Certificate (PGC) 54
 Specialized Programs 57
 Specialty Certificates 55
 WSSU MSN to Duke PhD 57
Admissions & Student Services, Office of 19
Alumni Associations 189

Application Dates 58
 Academic Degree Programs 58
 Certificate Programs 59
 Specialized Programs 59
Arts at Duke 192
Athletics & Recreation 191
Attendance 66

C

Cardiology Specialty Certificate
 Certificate Requirements 133
Certificates (Descriptions) 41
Clinical Facilities 27
Clinical Learning Experiences 66
Communication between Duke University & Students
 71
Confidentiality and Release of Student Records 64
Course Format 63
Courses of Instruction 139

D

Degree Completion and Graduation 70
Discrimination 2
DNP with Specialization in Nurse Anesthesia
 Admission Requirements 49
 Degree Requirements 112
 Description 39
Doctor of Nursing Practice (DNP) Program
 Admission Requirements 47
 Degree Requirements 110
 DNP Program Description 38
 DNP with Specialization in Nurse Anesthesia 39
 Financial Aid 170
Duke Community Standard 73
Duke Landmarks 193
Duke University Health System Hospitals 27
Duke University School of Nursing 32

E

Educational Resources 19
Enrollment Policies 63

F

Facilities 18
Faculty 11

- Faculty, School of Nursing 11
- Other Faculty Appointments 13
- Fees 183
 - Academic Program Fees 183
 - Nonacademic Fees 183
- Financial Aid 168
 - ABSN Program 168
 - Academic Degree Programs 168
 - Certificate Programs 172
 - Health Informatics Graduate Certificate 173
 - Post-Graduate & Post-Master's Certificate 172
 - DNP Program 170
 - MSN Program 169
 - Overview 168
 - PhD Program 172
- Financial Aid, Additional Resources 176
- Financial Aid, Applying for 174
 - ABSN, MSN, & DNP Programs 174
 - Certificates (PGC, PMC, Health Informatics) 175
 - PhD Program 175
- Full-time and Part-time Status 64

G

- General Information 17
 - about Academic Programs 71
- Goals of the School of Nursing 32
- Grades 65
 - Incomplete Course Work 65
- Graduation 70

H

- Harassment 2
- Health Equity Academy (HEA)
 - Admission Requirements 57
 - Description 43
 - Requirements, Pre-Immersion Program 138
- Health Informatics, Graduate Certificate in
 - Admission Requirements 55
 - Certificate Requirements 135
 - Description 42
 - Financial Aid 173
- History
 - Duke University 17
 - Duke University Medical Center 17

- Duke University School of Nursing 17
- HIV/AIDS Specialty Certificate
 - Certificate Requirements 133
- Hospitals, Duke University Health System 27

I

- Incomplete Course Work 65
- Interdisciplinary Centers of Interest 191
- Interinstitutional Registration Agreement 25
- International Student Requirements 52

J

- Judicial Board 79

L

- Leave of Absence 68
- Libraries 26
- Licenses & Certifications 63

M

- Master of Science in Nursing (MSN) Program
 - Admission Requirements 46
 - Curriculum, New
 - Degree Requirements 84
 - Description 36
 - Majors & Specialties 84
 - Requirements by Major & Specialty 85
 - Curriculum, Old
 - Degree Requirements 100
 - Description 37
 - Majors & Specialties 100
 - Requirements by Major & Specialty 101
 - Financial Aid 169
 - MSN Degree Requirements 83
 - MSN Program Description 36
- Mission of the School of Nursing 32
- MSN Majors & Specialties
 - Curriculum, New
 - APRN Majors 86
 - Clinical Specialties 94
 - Non-Clinical Majors 97
 - Curriculum, Old
 - APRN Majors 102
 - Clinical Specialties 106
 - Non-Clinical Majors 107

Nurse Anesthesia (CRNA) Major 109

N

Nondegree Enrollment Option 56

O

Office of Admissions & Student Services 19

Oncology Specialty Certificate
Certificate Requirements 134

Orthopedics Specialty Certificate
Certificate Requirements 135

P

Payment of Accounts (Tuition & Fees) 184

Personal Integrity Policy for Students 72
Duke Community Standard 73
Obligation to Report Violations 74
Personal Integrity Guidelines 74
School of Nursing Personal Integrity Policy 74
Violations 78

PhD Program in Nursing

Admission Requirements 51
Degree Requirements 114
Coursework Requirements 114
PhD Program Additional Requirements 116
Financial Aid 172

PhD Program Description 39

Philosophy of the School of Nursing 32

Population Care Coordinator Certificate
Admission Requirements 56
Certificate Requirements 137
Description 42

Postdoctoral Fellowship Program
Descriptions 40

Post-Graduate Certificate (PGC)
Admission Requirements 54
Certificate Requirements 117
Certificate Requirements by Major & Specialty
118
APRN Majors 119
Clinical Specialties 121
Non-Clinical Majors 122
Description 41
Financial Aid 172
PGC Majors & Specialties 117

Post-Master's Certificate (PMC)

Certificate Requirements 123
Certificate Requirements by Major & Specialty
124

APRN Majors 124

Clinical Specialties 128

Nurse Anesthesia (CRNA) Major 132

Systems Majors 130

Financial Aid 172

PMC Majors & Specialties 123

Pre-Enrollment Requirements for Academic Programs
61

Program Clearance Requirements 62

Program Requirements 82

Programs 34
Academic Degree Programs 34
Certificates 34
Postdoctoral Fellowship Program 34
Specialized Programs 35

R

Refunds (Tuition & Fees) 185

S

Scholarships, School of Nursing 177

School of Nursing
Associations 187
Facilities 18
Faculty 11
Goals 32
History 17
Mission 32
Overview 32
Philosophy 32
Scholarships 177
Separation from 68
Statement of Diversity and Inclusion 34
Separation from the School of Nursing 68
Sexual Misconduct 2
Specialized Programs
Descriptions 43
Health Equity Academy 43, 138
Program Requirements 138
WSSU MSN to Duke PhD Program 43
Specialty Certificates 41

- Admission Requirements 55
 - Requirements 133
- Standards of Conduct 72
- Statement of Diversity and Inclusion 34
- Student Affairs & Campus Life 189
- Student Complaint & Dispute Resolution Process 77
- Student Government 187
- Student Handbooks 71
- Student Life 187
- Student Progression with Course of Study 64

T

- Transfer of Credits 66
- Tuition 182
 - ABSN, MSN, & DNP Students 182
 - Certificate & Nondegree Students 182
 - PhD Program in Nursing 182
- Tuition & Fees 182

W

- Withdrawal from the School of Nursing 68
- WSSU MSN to Duke PhD Program
 - Admission Requirements 57
 - Description 43