

Bulletin of  
**Duke University**

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School of Nursing  
2019-2020

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**Duke University**

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School of Nursing  
2019-2020

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Duke University does not tolerate discrimination or harassment of any kind. Duke University has designated the Vice President for Institutional Equity as the individual responsible for the coordination and administration of its nondiscrimination and harassment policies generally. The Office for Institutional Equity is located in Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, Durham, NC 27708, (919) 684-8222, [oi-help@duke.edu](mailto:oi-help@duke.edu). Sexual harassment and sexual misconduct are forms of sex discrimination and prohibited by the university. Duke University has designated Jayne Grandes as its director of Title IX compliance and Age Discrimination Act coordinator. She is also with the Office for Institutional Equity and can be contacted at (919) 660-5766 or [jayne.grandes@duke.edu](mailto:jayne.grandes@duke.edu).

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

Information that the university is required to make available under the federal Clery Act is available by visiting the Records Division, Duke University Police Department, 502 Oregon Street, Durham, NC 27708, or by calling (919) 684-4602. See <https://police.duke.edu/news-stats/clery> for more details.

The Family Educational Rights & Privacy Act (FERPA), 20 U.S.C § 1232g; 34 CFR Part 99, is a federal law that guides the release of students' education records, of which disciplinary records are a part. For additional information about FERPA, see <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

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

This publication is available in alternative format on request. Please call (919) 684-2813.

September 2019

# The Mission of Duke University

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

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

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

— *Adopted by the Board of Trustees on February 23, 2001*

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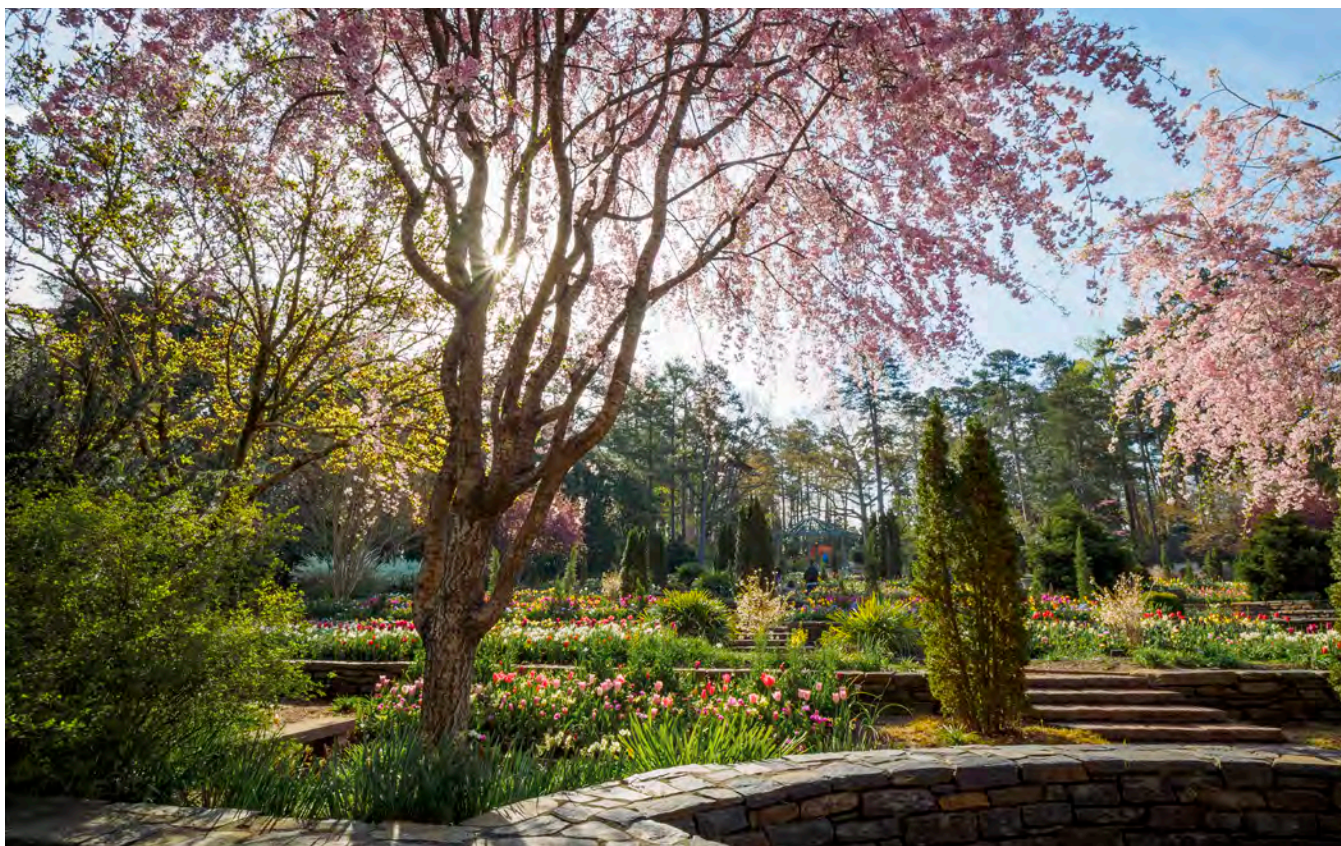
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Bill Sneed





Bill Sneed

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# 2019-2020 Academic Calendar

## Graduate Programs (Except Nurse Anesthesia)

### Summer 2019

#### May

15 **W** Graduate classes begin. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 16  
Drop/Add continues

16 **Th** Regular class meeting schedule begins

27 **M** Memorial Day holiday. No classes are held

29 **W** Drop/Add ends for Summer 2019

#### July

4 **Th** Independence Day holiday. No classes are held

#### August

8 **Th** Graduate classes end

9 **F** Reading period (until 7 PM)  
Final examinations begin

11 **Su** Final examinations end\*

### Fall 2019

#### August

21 **W** New student orientation (all new DUSON students)  
4 PM. Convocation for graduate and professional school students

26 **M** Fall 2020 classes begin  
Drop/Add continues

#### September

2 **M** Labor Day. Classes in session

6 **F** Drop/Add ends

26/27 **Th/F** Founders' Day Convocation

29 **Su** Founders' Day

#### October

4 **F** 7:30 PM. Fall break begins

9 **W** Classes resume

21 **M** Bookbagging begins for Spring 2020

30 **W** Registration begins for Spring 2020

#### November

11 **M** Registration ends for Spring 2020

12 **T** Drop/Add begins for Spring 2020

26 **T** 10:30 PM. Thanksgiving recess begins  
Graduate classes end

27 **W** Graduate reading period begins

#### December

10 **T** Graduate reading period ends

11 **W** Final examinations begin

14 **Sa** 11 AM. School of Nursing Hooding and Recognition Ceremony, Duke University Chapel

16 **M** Final examinations end\*

# 2019-2020 Academic Calendar

## Graduate Programs (Except Nurse Anesthesia)

### Spring 2020

#### January

6	<b>M</b>	New student orientation
8	<b>W</b>	8 AM. Spring 2020 classes begin. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, January 9; classes meeting in a Wednesday/Friday meeting pattern begin Friday, January 10 Drop/Add continues
9	<b>Th</b>	Regular class meeting schedule begins
20	<b>M</b>	Martin Luther King Jr. Day holiday. No classes are held
22	<b>W</b>	Drop/Add ends

#### February

17	<b>M</b>	Registration begins for Summer 2020
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#### March

6	<b>F</b>	7 PM. Spring recess begins
16	<b>M</b>	Classes resume
30	<b>M</b>	Bookbagging begins for Fall 2020

#### April

1	<b>W</b>	Registration begins for Fall 2020; Summer 2020 registration continues
10	<b>F</b>	Registration ends for Fall 2020; Summer 2020 registration continues
11	<b>Sa</b>	Drop/Add begins for Fall 2020
15	<b>W</b>	Graduate classes end
16-26	<b>Th-Su</b>	Graduate reading period
27	<b>M</b>	Final examinations begin

#### May

2	<b>Sa</b>	Final examinations end*
8	<b>F</b>	Commencement begins
10	<b>Su</b>	Duke Commencement exercises; conferring of degrees 5 PM. School of Nursing Hooding and Recognition Ceremony, Duke University Chapel

### Summer 2020

#### May

13	<b>W</b>	Graduate classes begin. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 14 Drop/Add continues
14	<b>Th</b>	Regular class meeting schedule begins
25	<b>M</b>	Memorial Day holiday. No classes are held
27	<b>W</b>	Drop/Add ends for Summer 2020

#### July

4	<b>Sa</b>	Independence Day holiday. No classes are held
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#### August

6	<b>Th</b>	Graduate classes end
7	<b>F</b>	Reading period (until 7 PM) Final examinations begin
9	<b>Su</b>	Final examinations end*

\*Faculty policy requires that grades for graduating students be submitted with 24 hours of final exam. Grades for all other students must be submitted with 48 hours of the final exam.

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



# 2019-2020 Academic Calendar

## Nurse Anesthesia Students in the DNP Program

### Summer 2019

#### May

13	<b>M</b>	Nurse Anesthesia Summer 2019 didactic courses begin
15	<b>W</b>	First day of summer semester
27	<b>M</b>	Memorial Day holiday. No classes are held
29	<b>W</b>	Drop/Add ends for Summer 2019

#### July

4	<b>Th</b>	Independence Day holiday. No classes are held
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#### August

2	<b>F</b>	Nurse Anesthesia Summer 2019 didactic courses end
4	<b>Su</b>	Summer clinical practicum courses end (Nursing 943, Nursing 946, and Nursing 949)
5	<b>M</b>	Final examinations begin
9	<b>F</b>	Final examinations end
11	<b>Su</b>	End of summer semester

### Fall 2019

#### August

5	<b>M</b>	Fall clinical practicum courses begin (Nursing 944 and Nursing 947)
19	<b>M</b>	Nurse Anesthesia Orientation Week for new DNP students begins
21	<b>W</b>	4 PM. Convocation for graduate and professional school students
26	<b>M</b>	Nurse Anesthesia Fall 2019 didactic classes begin Drop/Add continues

#### September

2	<b>M</b>	Labor Day. No classes are held
6	<b>F</b>	5 PM. Drop/Add ends
26/27	<b>Th/F</b>	5:30 PM. Founders' Day Convocation
29	<b>Su</b>	Founders' Day

#### October

7	<b>M</b>	Fall Break Day
30	<b>W</b>	Registration begins for Spring 2020

#### November

13	<b>W</b>	Registration ends for Spring 2020
14	<b>Th</b>	Drop/Add begins for Spring 2020
28-29	<b>Th-F</b>	Thanksgiving holiday. No classes are held

#### December

1	<b>Su</b>	Fall 2019 clinical practicum courses end (Nursing 944 and Nursing 947)
2	<b>M</b>	Classes resume Spring 2020 clinical practicum courses begin (Nursing 942, Nursing 945, and Nursing 948)
6	<b>F</b>	Nurse Anesthesia Fall 2019 didactic classes end
11	<b>W</b>	Final examinations end
14	<b>Sa</b>	11 AM. School of Nursing Hooding and Recognition Ceremony, Duke University Chapel
23	<b>M</b>	Winter break begins
27	<b>F</b>	Winter break ends

# 2019-2020 Academic Calendar

## Nurse Anesthesia Students in the DNP Program

### Spring 2020

#### January

1	<b>W</b>	New Year's Day holiday. No classes or clinical
6	<b>M</b>	Nurse Anesthesia Spring 2020 didactic courses begin
20	<b>M</b>	Martin Luther King Jr. Day holiday. No classes are held
22	<b>W</b>	5 PM. Drop/Add ends

#### February

17	<b>M</b>	Registration begins for Summer 2020
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#### March

9	<b>F</b>	Spring Break Day
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#### April

1	<b>W</b>	Registration begins for Fall 2020; Summer 2020 registration continues
10	<b>F</b>	Registration ends for Fall 2020; Summer 2020 registration continues
11	<b>Sa</b>	Drop/Add begins for Fall 2020
24	<b>F</b>	Nurse Anesthesia Spring 2020 didactic classes end
26	<b>Su</b>	Spring 2020 clinical practicum courses end (Nursing 942, Nursing 945, and Nursing 948)
27	<b>M</b>	Summer 2020 clinical practicum courses begin (Nursing 943, Nursing 946, and Nursing 949) Final examinations begin

#### May

1	<b>F</b>	Final examinations end
10	<b>Su</b>	Duke Commencement exercises 5 PM. School of Nursing Hooding and Recognition Ceremony, Duke University Chapel

### Summer 2020

#### May

11	<b>M</b>	Nurse Anesthesia Summer 2020 didactic courses begin
13	<b>W</b>	First day of summer semester
25	<b>M</b>	Memorial Day holiday. No classes are held
27	<b>W</b>	Drop/Add ends for Summer 2020

#### July

4	<b>Th</b>	Independence Day holiday. No classes are held
31	<b>F</b>	Nurse Anesthesia Summer 2020 didactic courses end

#### August

2	<b>Su</b>	Summer clinical practicum courses end (Nursing 943, Nursing 946, and Nursing 949)
3	<b>M</b>	Final examinations begin
7	<b>F</b>	Final examinations end
9	<b>Su</b>	End of summer semester

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

# 2019-2020 Academic Calendar

## ABSN Program

### Summer 2019

#### May

15 **W** First day of classes  
First day of graduate classes\*

27 **M** Memorial Day holiday. No classes/clinicals

29 **W** Drop/Add ends for Summer 2019

#### June

23 **Su** Last day of 1st six-week classes  
(2nd semester cohort only)

24 **M** Final examinations for 1st six-week classes  
(2nd semester cohort only)

26 **W** First day of 2nd six-week classes  
(2nd semester cohort only)

#### July

4 **Th** Independence Day holiday. No classes/clinicals

#### August

8 **Th** Classes end for ABSN students  
Graduate classes end\*

9-10 **F-Sa** Final examinations for 2nd six-week courses  
and full-term courses

11 **Su** Final examinations end\*

### Fall 2019

#### August

21 **W** New student orientation (all new DUSON  
students), followed by ABSN orientation  
4 PM. Convocation for graduate and  
professional school students

22-23 **Th-F** ABSN orientation continues

26 **M** Fall semester classes begin  
Drop/Add continues

#### September

2 **M** Labor Day. No classes/clinicals

6 **F** Drop/Add ends for Fall 2019

26/27 **Th/F** 5:30 PM. Founders' Day Convocation

29 **Su** Founders' Day

#### October

4 **F** 11 PM. Fall break begins

12 **Sa** 6 AM. Classes/clinicals resume

30 **W** Registration begins for Spring 2020

#### November

13 **W** Registration ends for Spring 2020

14 **Th** Drop/Add begins for Spring 2020

26 **T** 11 PM. Thanksgiving recess begins  
Graduate classes end\*

27 **W** Graduate reading period begins

#### December

2 **M** Classes/clinicals resume

6 **F** ABSN classes end

9 **M** Final examinations begin

9-10 **M-T** Mandatory NCLEX Live Review  
(4th semester cohort only)

13 **F** Final examinations end

14 **Sa** 11 AM. School of Nursing Hooding and  
Recognition Ceremony, Duke University Chapel

# 2019-2020 Academic Calendar

## ABSN Program

### Spring 2020

#### January

6	<b>M</b>	New student orientation (all new DUSON students), followed by ABSN orientation
7-8	<b>T-W</b>	ABSN orientation continues
8	<b>W</b>	8 AM. Spring semester classes begin. Monday class schedule is in effect for 1st semester. Wednesday class schedule is in effect for 2nd semester Drop/Add continues
9	<b>Th</b>	Regular class meeting schedule begins
20	<b>M</b>	Martin Luther King Jr. Day holiday. No classes
22	<b>W</b>	Drop/Add ends for Spring 2020

#### February

13	<b>Th</b>	Last day of 1st six-week courses (2nd semester cohort only)
17	<b>M</b>	Registration begins for Summer 2020 Final examinations for 1st six-week courses (2nd semester cohort only)
19	<b>W</b>	First day of 2nd six-week courses (2nd semester cohort only)

#### March

6	<b>F</b>	11 PM. Spring break begins
16	<b>M</b>	6:30 AM. Classes/clinicals resume

#### April

1	<b>W</b>	Registration begins for Fall 2020; Summer 2020 registration continues
10	<b>F</b>	Registration ends for Fall 2020; Summer 2020 registration continues
11	<b>Sa</b>	Drop/Add begins for Fall 2020
13	<b>M</b>	ABSN classes/clinicals end
15	<b>W</b>	Graduate classes end* Final examinations begin for 2nd six-week courses and full-term courses
19	<b>Su</b>	Final examinations end
20-21	<b>M-T</b>	Mandatory NCLEX Live Review (4th semester cohort only)

#### May

8	<b>F</b>	Commencement weekend begins
10	<b>Su</b>	Duke Commencement exercises 5 PM. School of Nursing Hooding and Recognition Ceremony, Duke University Chapel

### Summer 2020

#### May

11	<b>M</b>	Summer semester begins for ABSN courses
13	<b>W</b>	Summer semester begins for graduate classes
25	<b>M</b>	Memorial Day holiday. No classes/clinicals
27	<b>W</b>	Drop/Add ends for Summer 2020

#### June

23	<b>T</b>	Last day of 1st six-week classes (2nd semester cohort only)
24	<b>W</b>	Final examinations for 1st six-week classes (2nd semester cohort only)
25	<b>Th</b>	First day of 2nd six-week classes (2nd semester cohort only)

#### July

3-5	<b>Fr-Su</b>	Independence Day three-day weekend. No clinicals
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#### August

6	<b>Th</b>	ABSN and graduate classes end
7-8	<b>F-Sa</b>	Final examinations for 2nd six-week courses and full-term courses
9	<b>Su</b>	Final examinations end

\*Applies to any ABSN student enrolled in a graduate course.

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



# Administration



## General University Administration

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## General Academic Administration

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Ellen Medearis, Vice President, Development and Alumni Affairs, Duke Health  
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Mark Newman, MD, President, Private Diagnostic Clinic (PDC)  
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Katie Galbraith, MBA, President, Durham Regional Hospital

## School of Nursing Administration

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Beth Cusatis Phillips, PhD, RN, CNE, Director, Institute for Educational Excellence

## School of Nursing Faculty

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Donald E. Bailey, Jr., PhD, RN, FAAN, Associate Professor  
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Jennie De Gagne, PhD, DNP, RN-BC, CNE, ANEF, FAAN, Associate Professor  
Anne Lynn Derouin, DNP, RN, CPNP, FAANP, Associate Professor  
Sharron L. Docherty, PhD, PNP-BC, FAAN, Associate Professor  
Alison H. Edie, DNP, APRN, FNP-BC, Assistant Professor  
Christian Falyar, DNAP, CRNA, Assistant Professor  
Irene Felsman, DNP, MPH, RN, C-GH, Assistant Professor  
Rosa Gonzalez-Guarda, PhD, MPH, RN, CPH, FAAN, Associate Professor  
Victoria Goode, PhD, CRNA, Assistant Professor  
Helen Ann Gordon, DNP, CNM, CNE, CHSE, Assistant Professor  
Bradi Bartrug Granger, PhD, MSN, RN, FAAN, Professor  
James Lester Harmon, DNP, RN, ANP-BC, AAHIVS, Associate Professor  
Ann Michelle Hartman, DNP, RN, NP, Assistant Professor  
Cristina Cu Hendrix, DNS, GNP-BC, FNP, FAAN, Associate Professor  
Valerie M. Howard, EdD, MSN, RN, CNE, FAAN, Professor  
Rémi M. Hueckel, DNP, CPNP-AC, CHSE, FAANP, Assistant Professor  
Janice C. Humphreys, PhD, RN, FAAN, Professor  
Eun-Ok Im, PhD, MPH, RN, CNS, FAAN, Mary T. Champagne Professor of Nursing  
Ragan Johnson, DNP, MSN, APRN-BC, Assistant Professor  
Mariam Kayle, PhD, RN, CCNS, Assistant Professor  
Elaine D. Kauschinger, PhD, ARNP, FNP-BC, Assistant Professor  
Hyeoneui Kim, PhD, MPH, RN, FAAN, Associate Professor  
Mitchell Knisely, PhD, RN-BC, ACNS-BC, Assistant Professor



Amie Koch, DNP, FNP-C, RN, ACHPN, Assistant Professor  
 Kathryn Evans Kreider, DNP, APRN, FNP-BC, Assistant Professor  
 Christina Leonard, APRN, DNP, FNP-C, CNL, Assistant Professor  
 Lisa Lewis, EdD, MSN, RN, CNE, Assistant Professor  
 Isaac M. Lipkus, PhD, Professor  
 Eleanor Schildwachter McConnell, PhD, MSN, RN, GCNS-BC, Associate Professor  
 Jacquelyn M. McMillian-Bohler, PhD, CNM, CNE, Assistant Professor  
 Margie A. Molloy, DNP, RN, CNE, CHSE, Assistant Professor  
 Brett T. Morgan, DNP, CRNA, Assistant Professor  
 Virginia (Chris) Muckler, DNP, CRNA, CHSE, Associate Professor  
 Marta Mulawa, PhD, MHS, Assistant Professor  
 Devon Noonan, PhD, MPH, FNP-BC, Associate Professor  
 Marilyn H. Oermann, PhD, RN, ANEF, FAAN, Thelma M. Ingles Professor of Nursing  
 Tolu Oyesanya, PhD, RN, Assistant Professor  
 Blanca Iris Padilla, PhD, FNP-BC, Assistant Professor  
 Wei Pan, PhD, Associate Professor  
 Katherine Colligan Pereira, DNP, RN, FNP-BC, ADM-BC, FAAN, FAANP, Professor  
 Beth Cusatis Phillips, PhD, RN, CNE, Associate Professor  
 Schenita Davis Randolph, PhD, MPH, RN, CNE, Assistant Professor  
 Michael V. Relf, PhD, RN, ACNS-BC, AACRN, CNE, FAAN, Associate Professor  
 Karin E. Reuter-Rice, PhD, CPNP-AC, FCCM, FAAN, Associate Professor  
 Staci Reynolds, PhD, RN, ACNS-BC, CCRN, CNRN, SCRNP, Assistant Professor  
 Angela Richard-Eaglin, DNP, APRN, FNP-BC, Assistant Professor  
 Rachel Lynn Richesson, MS, PhD, MPH, FACMI, Associate Professor  
 Sharron Rushton, DNP, MSN, MS, RN, CCM, Assistant Professor  
 Valerie K. Sabol, PhD, ACNP-BC, GNP-BC, ANEF, FAANP, FAAN, Professor  
 Susan Moeller Schneider, PhD, RN, AOCN, ACNS-BC, FAAN, Associate Professor  
 Ryan Jeffrey Shaw, PhD, RN, Associate Professor  
 Nancy Munn Short, DrPH, MBA, RN, FAAN, Associate Professor  
 Susan Gray Silva, PhD, Associate Professor  
 Benjamin Smallheer, PhD, RN, ACNP-BC, FNP-BC, CCRN, CNE, Assistant Professor  
 Sophia Kustas Smith, PhD, MSW, Associate Professor  
 Dori Steinberg, PhD, MS, RD, Associate Professor  
 Eleanor Lowndes Stevenson, PhD, RN, Associate Professor  
 Paula Tanabe, PhD, MSN, MPH, RN, FAEN, FAAN, Professor  
 Deirdre Kling Thornlow, PhD, RN, CPHQ, Assistant Professor  
 Christine Tocchi, PhD, APRN, GNP-BC, Assistant Professor  
 Denise Tola, DNP, CRNA, Assistant Professor  
 Kathryn Trotter, DNP, CNM, FNP-C, FAANP, FAAN, Associate Professor  
 Barbara S. Turner, PhD, RN, FAAN, Elizabeth P. Hanes Professor of Nursing  
 Kathleen M. Turner, DNP, RN, Associate Professor  
 Julia K. L. Walker, PhD, Professor  
 AnnMarie L. Walton, PhD, RN, MPH, OCN, CHES, Assistant Professor  
 Qing Yang, PhD, Assistant Professor  
 Tracey L. Yap, PhD, RN, CNE, WCC, FGSA, FAAN, Associate Professor  
 Michael E. Zychowicz, DNP, ANP, ONP, FAAN, FAANP, Professor

## Other Faculty Appointments

*Dean Emeritus:* Mary T. Champagne, PhD, RN, FAAN; Ruby L. Wilson, EdD, MSN, RN, FAAN

*Professor Emeritus of Nursing:* Ruth A. Anderson, PhD, RN, FAAN; Mary T. Champagne, PhD, RN, FAAN; Linda Lindsey Davis, PhD, RN, FAAN; Catherine L. Gilliss, PhD, RN, FAAN; Marilyn Hockenberry, PhD, RN, PNP-BC, FAAN; Diane L. Holditch-Davis, PhD, RN, FAAN; Brenda Marion Nevidjon, MSN, RN, FAAN; Dorothy Lewis Powell, EdD, RN, FAAN; Theresa M. Valiga, EdD, RN, CNE, ANEF, FAAN

*Associate Professor Emeritus of Nursing:* Dorothy J. Brundage, PhD, RN, FAAN; Susan Denman, PhD, RN, FNP-BC; Judith C. Hays, PhD, RN; Constance Margaret Johnson, PhD, MS, RN, FAAN; Ada Most, EdD, RN; Jerri Moser Oehler, PhD, FNP; Marva L. Mizell Price, DrPH, RN, FNP, FAANP, FAAN; Queen Utley-Smith, EdD, RN, CNE, ANEF

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

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

*Adjunct Professor:* Judith Halstead, PhD, RN, FAAN, ANEF

*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; Pamela H. Mitchell, PhD; Ida Moore, PhD; René Schwendimann, PhD, RN; Marilyn Sommers, PhD; Bei Wu, PhD, FGSA, FAGHE

*Associate Consulting Professor:* Robert Phillip Blessing, DNP, RN, ACNP; Pamela Ballance Edwards, EdD, MSN, RN-BC, CNE; Constance Mullinix, PhD



*Assistant Consulting Professor:* Tara Lynn Barr, PhD

*Consulting Associate:* Judith Adams, PhD, RN, FNP-BC; Gale Brown Adcock, MSN, RN, FNP, CS; Brittany Alexander, DNP; Amy Alspaugh, MSN, RN, CMN; Bradley Aouizerat PhD; Janet Apter, DNP, RN; Alicia Lee Arvidson, MA(N), RN, CTBS; M. Saralyn Austin, MSN, RN; Deborah Ballard, MSN, RN; 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; 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; Melvania Briggs, MA; Kimberly Broadwell, MSN; Jada Brooks, PhD, MSPH, RN; Sylvia Brooks, MSN, RN, FNP-BC; Jennifer Brown, PhD; Roxanne Bryant, DNP; Willard C. Budzinski, Jr., MBA; Margaret Gorely Bye, EdD, MSN, RN; Janet Campbell, DNP, ARNP; Dana Carthron, PhD, RN; Dean Chamberlain, PhD, CBIOL, MSB; Velinda Jo Chapman, BSN, RN; Kelsey Chinnadurai, DNP; Kathryn G. Clark, MSN, RN; Kristi L. Coe, MSN, RNC, NNP; Rita-Marie Conrad, PhD; Craig Cunningham, PhD; Robin Dail, PhD; Alexandra D'Angelo, MSN; Jennifer Day, PhD, RN; Linda Day, BSN, RN; Barbara Deets Mathews, MSN, RN, CPNP; Shakti Desai, MSN; Susan Elias Diamond, MSN, RN, AOCN; Jan DiSantostefano, MSN, RN; Melissa Duva, MSN; Gregory Eagerton, DNP, RN; Emily O'Leary Egerton, PhD, MEd; Lynn Kendrick Erdman, MN, RN, OCNS, FAAN; Linda Quinn Everett, PhD, RN, NEA-BC, FAAN; Lynne D. Farber, MSN, RN, CPNP; John R. Feaganes, DrPH; Shannon Hennessy Ford, MSN, RN; Annemarie Funt, MSN; James Michael Galkowski, PA-C; Sarah K. Gauger, MSN, FNP; Meri Gilman-Mays, DNP, CRNA; Sharon Gorden, MSN; Nora Gray, MSN; Georgette Fernanda Gura, DNP, CRRN, CPNP; Dynita Haislip, MSN; Natasha Hall, PhD; Jean Hanson, MPH; Kendra Hargrave, MSN, CCRN; Linda Harrington, DNP; Karol Suzette Harshaw-Ellis, DNP, A/GNP, ACNP; Crystal Hayden, DNP, RN; Catherine A. Hebert, MS, APRN, BC; Sharon Herschkowitz, MSN; Ivora Hinton, PhD; Rachel Hirschey, PhD; Donna Hodnicki, PhD, FNP-BC, FAAN; Jamie Hollowell, MSN; David Holton, MSN; Reginaldo Horwitz, MSN; Lori H. Jee, MSN, NP; Laurie Sayers Jeffers, DNP, RN; Jasmine Jeffers, MSN; Ertha Jeter, MS; Mary Johnson, DNP; Letha Joseph, DNP; Cynthia Keel, MSN; Susan Kennerly, PhD; Amy Renee Kern, MSN, RN; Natalie Krohl, MSN; Cyra Anne Kussman, MSN, RN; Deborah Lastinger, MSN, RN; Amy Leatherwood, MSN, NP; Catherine Strachan Lindenberg, PhD, MPH, MSN, RN; Susan Little, DNP; Jamison Yvonne Lord, MSN, RN; Mary Ellen Lowry, MS, CNM, CLC; Ruth Lucas, PhD, RN; Reginald L. Madden, DNP, RN; Rose Madden-Baer, DNP, MSHA, RN; Jennifer Mauney, MSN; Andrea Wilkes McChesney, MSN, RN, NP-C; Sheryl McCloud, MSN; Mildred Fleming McCully, MSN, RN, CPNP; Robert Mellman, MDElizabeth Moore, PhD; Royanne Moore, DNP; Catherine Palmer Nelson, MSN, RN-C; Noreen T. Nelson, PhD; Janet Nicollerat, MSN; Amy Norbery, MSN; Andrea Sue Novak, PhD, MS, RN-BC, FAEN; Maria Orsini, EdD; Holly Suzanne Parker, MSN, RN, CPNP-AC/PC; Julie Pearson, PhD; Katherine Peppers, DNP; Jennifer Perkins, MSN; Marjorie Pierre-Louise, MSN; Timothy Pierson, MSN; Margaret Morgan Priddy, MSN, MSP, RN-BC; Gail Pruett, MSN; Vijaya Raavi, MSN; Patti Reindle, MSN; Robert Reinheimer, PhD; Michelle T. Renaud, PhD, RN; Mindy Schramm Reynolds, MSN, RN, MCM; Melissa Sampson, MSN; Lawrence Santeramo, MSN, RN; Kezia Scales, PhD; Robin Lynn Schaefer, MSN, CRNA, FACHE; Janene Schneider, MA; Ashley Schoenfisch, PhD; Steven Jay Schwam, MD; Leslie Sharpe, PhD; Kelly Marie Simpson, PhD; Heather Hecei Smith, MSN, RN, WHNP; Cristina Smith, MA; Teepa Lucille Snow, MS, OTR/L, FAOTA; Rosa Solórzano, MD, MPH; Denise Spector, PhD; Andi Stamper, DNP; Erin Stanley, MSN; Benjamin Clyde Staples, MBA; Karen Swift-Scanlan, MS, CRNM; Malinda Teague, MSN; Kelly Thompson-Brazill, DNP, ACNP, RN-BC, CCRN- CSC, PCCN; Victoria Thornton, MD; Sandy Tripp, DNP, FNP, CS; Monika Trogdon, MSN, RN; Chelsea True, MSN; Tauchiana J. Vanderbilt, MSW; Cynthia Wilkinson Vanek, MSN, RN; Mary Vinson, DNP; Mary Gwendolyn H. Waddell-Schultz, MSN, RN; Jennie Wagner, MS, RN; Janette Ernestine Warsaw, MSN, RN, CNAA-ACNS/ECRC; Lisa Watson, MSN; Edwardo Weldon, MSN, CRNA; Megan S. Williams, MSW, MSPH; Gina Wilson, DNP; Kenneth Wofford, PhD; Tara L. Zychowicz, MSN, FNP

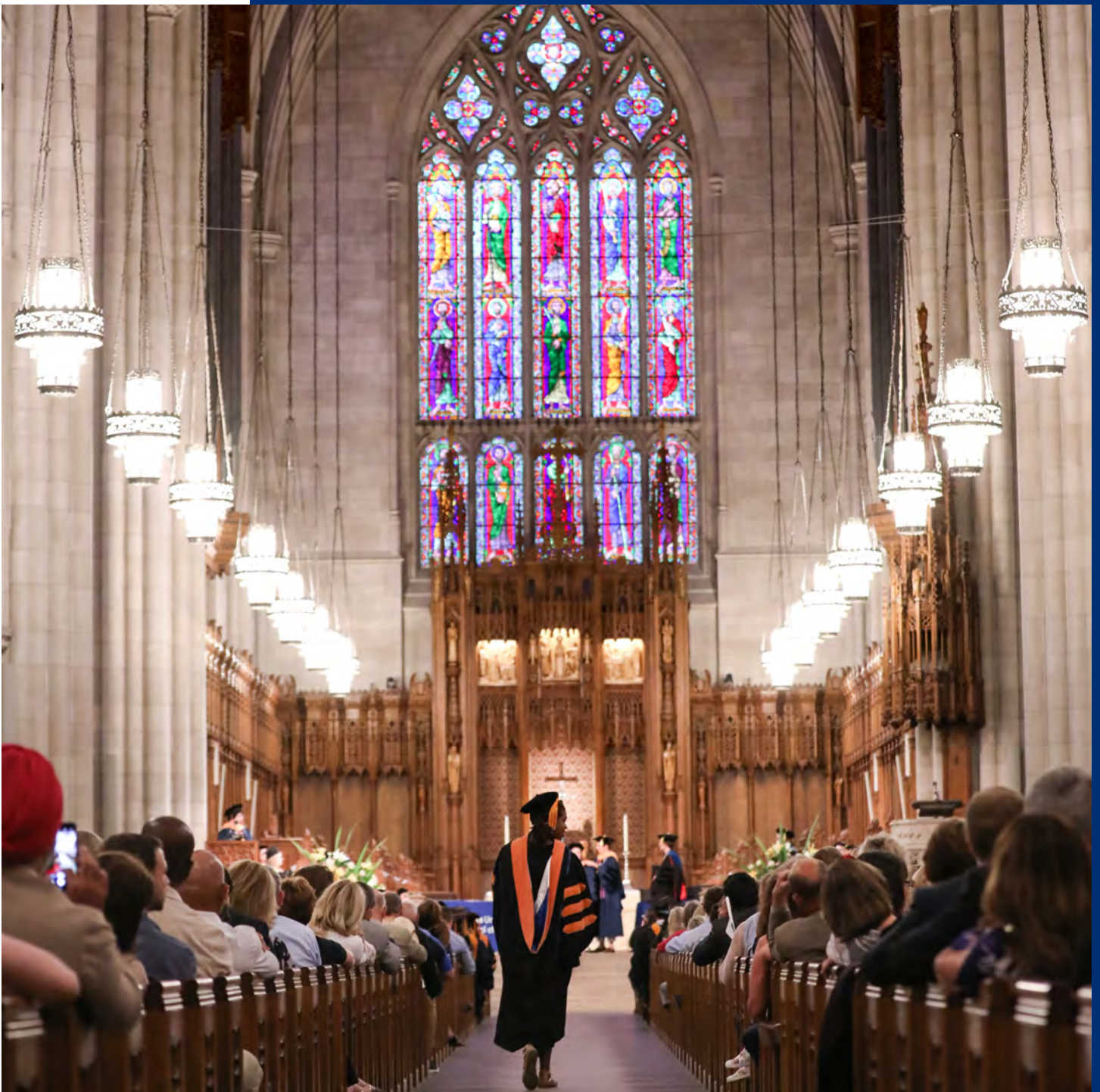
*Clinical Associate:* Catina Alford, MSN; Sylvia McLean Alston, MSN, MBA, RN; Lisa Lee Archer, MSN, RN; Stephanie Blake, MSN, RN; Laura Jane Blue, MSN, RN, ANP; David Bowersox, MBA; Deanne Buschbach, MSN, RN, NNP, PNP; Elizabeth Hall Carver, MSN, RN; Gilbert H. Ciocci, MSN, RN, FNP; Anne Cooper, MSN; Ellen Cowan, MSN, RN, OCN; Jill R. Engel, DNP, ACNP, FNP, ANP, CCRN-CS; Kimberley Ann Fisher, PhD, FNP-BC, IBCLC; Emily Funk, DNP, CRNA; Mary Ann Fuchs, DNP, RN; Jennifer Hirschy Gentry, MSN, ANP, APRN-BC, PCM; Kristi D. Giemza, MSN, RN, FNP-C; Penington Graham, MSN, MEd, RN; Grace Gunderson-Falcone, DNP, RN, A/GNP; Kathryn Boland Hill, MSN, RN, NNP; John S. Hudson, PhD, RN; 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, DNP, RN; Amy Yancy Mangum, MSN, RN, NNP, PNP; Loretta Matters, MSN, RN; 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; Christine Mikesell, MSN; Louise Ann Minnich, MSN, RN, PNP; Renee Marie Muellenbach, MSN, RN; Judy Ross Prewitt, DNP, RN, ACNP-C, AOCN; Elizabeth Powell Redd, MSN, RN, NNP; Catherine Simmons, MSN, RN, NNP; Michael D. Smith, MSN, CRNA; Kevin Ward Sowers, MSN, RN, FAAN; Kelly A. Stauffacher, MSN, CRNA; 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



Jared Lazarus



# General Information



# History

## 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 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 7,000 undergraduates and 9,000 graduate and professional students from a multiplicity of backgrounds.

## 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.

## 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 (ABSN), the master of science in nursing degree (MSN), two doctoral programs (the Doctor of Nursing Practice or DNP Program and the PhD Program in Nursing), and post-graduate and specialty certificates, the School of Nursing remains a national leader in nursing education.

The School of Nursing ranks second in the 2020 U.S. News & World Report's Best Graduate Nursing Schools rankings, with six MSN majors ranked in the top ten nationally (family nurse practitioner, adult gerontology nurse practitioner - acute care, and adult gerontology nurse practitioner - primary care are ranked first; pediatric nurse practitioner - primary care is ranked second; nurse administration is ranked third; and informatics is ranked fifth). In addition, the Doctor of Nursing Practice Program (DNP) is ranked second in the country by U.S. News & World Report. Additionally, the School has been recognized as a 2018 Best Nursing School for Men in Nursing. More than 1,000 students are now enrolled across DUSON's innovative degree and certificate programs. The DNP and MSN programs are offered in online and distance-based formats 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 Accelerated Bachelor of Science in Nursing Program, the Master of Science in Nursing Program, and the Doctor of Nursing Practice Program at the Duke University School of Nursing are accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org/>). The Nurse Anesthesia Program is accredited by the [Council on Accreditation of Nurse Anesthesia Educational Programs](#).



# School of Nursing Facilities

## Physical Facilities

Duke University School of Nursing is located primarily in the Christine Siegler Pearson Building at 307 Trent Drive, Durham, NC. The 110,000-square-foot facility features classrooms, faculty and staff offices, and meeting rooms, as well as 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 the school. 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 print documents. Both the information technology and financial aid offices are on the first floor in convenient and easy-to-find locations.

Of note, the Pearson Building houses the School's Center for Nursing Discovery (CND). This center is heavily utilized by the ABSN and DNP Nurse Anesthesia students who are campus-based as well as the master's students who come to campus one or more times a semester for on campus intensives (OCIs). The center is also used by local health system and community groups for simulation and training activities and events. In 2017 the CND became an Accredited Program in Teaching/Education by the Society for Simulation in Healthcare. This accreditation is effective until 2022.

In Summer 2019, a new facility known as the Duke Health Center for Interprofessional Education opened. This facility, shared with the Duke University School of Medicine Departments of Orthopedic Surgery and Division of Physical Therapy, is connected to the existing Pearson Building through enclosed hallways on all three School of Nursing floors. The new building provides expanded class and meeting rooms; home to the Health Innovation Lab, with its innovation workshop and seven standardized patient and simulation exam rooms; dedicated space for Student Services; rooms for students with special test taking accommodations; treadmill workstation kiosks; and space to house the Center for Nursing Research and PhD Program.

## 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 services 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, and 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 supply general information about the interview selection process.
- **Student Services.** The office is responsible for providing operational support to students by helping to facilitate ID badges issuance, on-campus lockers, and mailboxes for students who qualify. Additionally, current ABSN, MSN, and DNP 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 résumé 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 provides technical support to all Duke University School of Nursing (DUSON) students that are required to submit a Long Range Matriculation Plan.
- **Compliance Services.** 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. This unit oversees the collection, monitoring, and reporting of compliance-related items necessary to be an enrolled student at DUSON.
- **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 (lifelike) adult and pediatric manikins, 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 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.

In 2017 the CND became an Accredited Program in Teaching/Education by the Society for Simulation in Healthcare. This accreditation is effective until 2022. A more complete description of the CND facilities may be found at <https://nursing.duke.edu/>.

### Clinical Placement Services

The Clinical Placement Services (CPS) office functions as the liaison between the School of Nursing and the many clinical agencies with whom it works to provide clinical placements for students. With faculty guidance, CPS collaborates with master of science in nursing and post-graduate certificate students to secure clinical sites 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 and ensuring that all administrative tasks and procedures are in accordance with the policies of Duke University School of Nursing, the Clinical Contracting 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, and CPS reports clinical hours to the Office of Admissions and Student Services for inclusion in student permanent records.

### Center for Nursing Research

As of December 2018, the Duke University School of Nursing ranked eighth among US nursing schools in the amount of funding received from the National Institutes of Health.

Critical to this achievement is the Center for Nursing Research, which is dedicated to providing resources that faculty, students, and Duke University Health System practicing nurses and researchers need to advance nursing and interdisciplinary science. A diverse community of scholars and clinicians, along with skilled staff support, the CNR educates and supports the next generation of research leaders in nursing. The CNR consists of the following four cores that conduct the work needed to support research faculty:

- **Research Design and Statistics Core:** Responsible for statistical support for DUSON's research through collaborating and consulting activities with faculty members, postdocs, and graduate students. Consultations include discussion of study design, statistical analysis guidance, data management and data analysis.
- **Pre-Award Liaison Services Core:** Responsible for oversight of grant preparation and submission processes including budget development, confirmation of sponsor requirements, support to obtain school and institutional approval to submit.
- **Research Oversight and Compliance Core:** Responsible for reviewing new protocols and Research Data Security Plans. Provides assistance with IRB submission and support, OnCore support, training and education, staff hiring and management, REDCAP builds, data pulls and compliance with regulatory policies.
- **Faculty Science Core:** Responsible for research faculty mentoring and development. The Core activities include Mock Reviews, Think Tanks, mentorship and facilitating, and supporting the work of the Research Areas of Excellence. These research areas of excellence are:
  - **Clinical Innovation:** Advancing approaches using ideas, processes, products, procedures or interventions and health system changes to benefit the health of individuals, groups, and populations.
  - **Population Health and Chronic Illness:** Improving health outcomes of a group of individuals, including families or communities, reducing health disparities within the group with chronic illness, co-morbidity and mortality, including racial and ethnic minority, LGBT, and rural residents.
  - **Precision Health:** Evidence-based, customized approach to health that incorporates genomics, environment, and lifestyle.
  - **Data Science:** Supporting knowledge discovery in biomedicine by applying advanced computational methods and analytics to structured an unstructured data from various sources.

### 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 by facilitating, monitoring, and managing the development of local, regional, and international activities for the School of Nursing. Established in 2006, the OGACHI 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, faculty exchanges and visiting scholars programs, academic training, research, and global clinical immersion experiences.

**Local Activities.** The DUSON Community Health Improvement Partnership Program (D-CHIPP) is working to improve health outcomes through strategic partnerships and research to develop and support programs and policies that will promote a healthy productive life for all who live in our community. D-CHIPP was established in 2017 out of DUSON's strategic plan, with the goal to advance health through community partnerships. ABSN students conduct clinical placement experiences with a variety of community partners including the Durham Housing Authority, Urban Ministries of Durham, El Centro Hispano, and Families Moving Forward. Coming soon, DUSON students will have the opportunity to affiliate with D-CHIPP, which will provide additional opportunities to gain experience in community health. The Office of Global and Community Health Initiatives offers assistance to academic programs in community health activities. For example, in collaboration with the ABSN program, the OGACHI 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 Families Moving Forward.

**Global Clinical Immersion Experience Clinical Placements.** The Office of Global and Community Health Initiatives facilitates global clinical immersion experiences. Through the global clinical immersion experiences, developed in collaboration with established partner sites, all levels of DUSON students have the opportunity 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 global clinical immersion experiences vary from year to year. The cost of international clinical experiences is the responsibility of the student. Program fees range in price from \$2,750-\$4,500 and do not include out-of-pocket expenses (estimated \$150-\$500 depending upon site). More detailed information regarding student global clinical immersion experiences is available on the [OGACHI web pages](#). 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 importance in the higher education community regarding the formation of educators and 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 re-visioning 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 into teaching in order to help students meet learning goals; and fostering research in nursing education.

Under the auspices of the IEE, the school has received three NLN Center of Excellence designations: Enhancing Student Learning and Professional Development, 2015-2019 (re-designation pending); Promoting Pedagogical Expertise of Faculty, 2017-2022; and Advancing the Science of Nursing Education, 2017-2020.

## 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 gero-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.

## School of Nursing Information Technology (SON-IT)

The Duke University School of Nursing Information Technology office (SON-IT) provides leadership and support to develop, integrate, and promote the best use of instructional and computer technology. SON-IT 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 SON-IT 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. SON-IT staff provide IT assistance to School of Nursing faculty, staff, and students through a fully staffed IT service desk. Additionally, SON-IT provides audiovisual and technology support during classes and on scheduled weekends, coordinating the integration of new and innovative technologies into the classroom. Other services include website and application development. SON-IT 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.

## Interprofessional Education (IPE) Collaboration within Duke Health

For many years, the School of Nursing and the Duke University School of Medicine (including medical, physician assistant, and physical therapy students) have collaborated to offer interprofessional education opportunities to prepare students for their future provider roles as part of the health care team. This collaborative relationship was greatly enhanced in 2019 with the creation of the Duke Center for Interprofessional Education and Care. This center will have representation from all Duke health education schools and programs as well as from the broader Durham community.

## 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 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.

Anyone interested in pursuing interinstitutional registration should refer to the detailed information on the Duke University Registrar's website.

## 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.



## Duke University Medical Center Library (DUMCL)

The Duke University Medical Center Library (DUMCL) supports teaching, research, and patient care by providing efficient access to timely, relevant biomedical information. It is one of ten local libraries of Duke University available to Duke students, faculty, and staff. There are 24.75 FTE Medical Center Library staff. The Library is open twenty-four hours a day, seven days a week by DukeCard access and electronically. The DUMCL collection includes 176,545 print volumes and 50,126 book titles. Moreover, there are 846 core biomedical electronic journal subscriptions and 14,019 total health sciences electronic journals. The [Duke University Medical Center Library's website](#) includes hundreds of free Internet resources organized into subject guides that are searchable by keyword. Electronic tool sets provide quick and easy access to important resources and evidence-based practice information as well as other library services.

## Clinical Facilities

Duke University School of Nursing provides unparalleled opportunities for clinical training through collaborations with an array of outstanding health care facilities. Clinical education is provided to students through partnerships with practice sites locally and across the United States that include hospitals, health centers, clinics, and primary care providers in both urban and rural settings. The School of Nursing has developed relationships 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 immigrants, migrant workers, and patients with HIV, organizations providing care for homeless families, home health agencies, and hospices.

### Duke University Health System Hospitals

To provide opportunities for clinical training sites, the Duke University School of Nursing collaborates closely 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. Duke University Hospital, the hub of the health system, is consistently ranked by U.S. News and World Report as one of the leading health care organizations in the United States. 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; 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](#)<sup>®</sup>. Magnet status is the highest level of national recognition for health care organizations that demonstrate sustained excellence in nursing 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, Lincoln Community Health Center in Durham, WakeMed Health and Hospitals in Raleigh, UNC Hospitals in Chapel Hill and Hillsborough, Rex Healthcare in Raleigh, Alamance Regional Medical Center in Burlington, and a number of other local hospitals and clinics in surrounding North Carolina communities.

**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 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. Extensive information of all partner facilities can be found on their respective websites.





# 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.

## Core Values

### Excellence

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

### Integrity

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

### Collaboration

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

### Respect

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

### Innovation

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

### Diversity and Inclusiveness

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

# Programs

## Academic Degree Programs

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

- The [Accelerated Bachelor of Science in Nursing \(ABSN\) 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 nurses 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. There are also several certificate options that are offered under the auspices of the MSN Program.
- 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.

## Academic Degree Programs

### 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. 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 has a lifespan approach, which moves from wellness to complex care and incorporates mental health throughout, and 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 health care team, and contribute a unique nursing perspective to care delivery.
- apply leadership concepts and skills to provide high quality nursing care, health care 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.

## Master of Science in Nursing (MSN) Program

The [Master of Science in Nursing](#) curriculum is offered in a fully online and distance-based format. The number of credit hours required for completion of a major varies from 36 to 49, depending on the major.

### MSN Program Outcomes

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 health care.
- 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

**Advanced Practice Registered Nurse (APRN) 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
- women's health nurse practitioner
- psychiatric mental health nurse practitioner
- pediatric nurse practitioner – acute care
- pediatric nurse practitioner – primary care
- neonatal nurse practitioner

**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

## Certificates

The School of Nursing offers post-graduate certificates, eight clinical specialty certificates, a nursing education certificate, and a health informatics graduate certificate.

### Post-Graduate Certificate in Nursing (PGC)

The School of Nursing offers the post-graduate certificate (PGC) option to students who 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.

The coursework and number of credit hours required to complete the certificate will be determined 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 Certificates](#) section of the School of Nursing website.

**Clinical Specialty Certificates** are available in cardiology, endocrinology, HIV, oncology, orthopedics, palliative care, pediatric behavioral and mental health and veterans healthcare concentration.

A nursing education certificate and health informatics graduate certificate are also available.

## 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.

Online and distance-learning courses are 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 DNP Scholarly Project 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 also offers a doctorate of nursing practice with specialization in nurse anesthesia (a 36-month full-time program, requiring the completion of 83 credit hours, as well as a nine-credit hours Executive Leadership Specialty).

### DNP Program Outcomes

The program outcomes of the DNP program reflect integration and application of the knowledge and skills obtained in the program. Thus, at the completion of the program, the DNP graduate will be able to:

- use translational science and analytic methods to develop, identify, implement, and evaluate best practices to improve health care and health care systems.
- act as a practice scholar to design, direct and evaluate system changes to promote safe, timely, effective, efficient, equitable patient-centered care.
- engage in complex, evidence-based advanced-nursing practice and evaluative approaches to care delivery for individuals, communities and populations.
- partner with others to develop interactive interprofessional teams that communicate effectively, promote health, reduce risk, enhance patient outcomes and improve complex health care delivery systems.
- employ strategic leadership skills to influence health policy; implement ethical, cost effective and evidence-based changes in care systems; and advance the profession.
- translate knowledge into practice and policy to reduce health disparities, encourage cultural sensitivity and promote access to quality care while advocating for social justice and equity locally, nationally and globally.
- use data analytic methods, information systems and technology to evaluate, integrate and apply knowledge that will improve programs of care, outcomes of care and care systems.

Additional information about the DNP Program can be found in the [Doctor of Nursing Practice \(DNP\) Program section](#) of the Duke University School of Nursing website.

### 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 DNP Scholarly Project addressing a process improvement, quality improvement, or other project affecting 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-based 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.

### Doctor of Nursing Practice Executive Leadership Specialty

Beginning in 2018, the Doctor of Nursing Practice Executive Leadership Specialty will provide seasoned nurse leaders with the knowledge and skills needed to lead complex and changing organizations and health care systems. This specialty is offered as a track within the Doctor of Nursing Practice Program. More information regarding this specialty track is available on the [Doctor of Nursing Practice \(DNP\) Program section](#) of the Duke University School of Nursing website.

## 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. 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 (12 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 spring 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 are encouraged to pursue these opportunities. Currently all students in the Duke University School of Nursing PhD Program are guaranteed full funding for 5 years (12 months for 2 years; 9 months for 3 years). Students are also required to engage in fellowship service throughout their program as long as they do not receive external funding to support their tuition and/or stipend. However, most students engage in non-paid fellowship hours even with funding. Fellowship hours include teaching, research and leadership/service activities that not only provide a significant contribution to the school, but also support the professional development of each student. The goal of the fellowship experience is to expand a student's engagement in activities that support their development as a nurse scientist and academician while being full members of the Duke University School of Nursing community.

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

## Postdoctoral Fellowship Program

The Duke University School of Nursing Postdoctoral Fellowship Program is for two years, and fellows must obtain other funding for 50 percent of their position during the second year of the program by teaching in the school or by grants that are submitted and funded during their first year.

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, promotion of health in vulnerable populations, integration of genomics into care and treatment approaches and improvement of care systems via testing of clinical innovation models.
- deepen methodological expertise.
- extend interdisciplinary research linkages and collaborations across both Duke Health and Duke University to support postdoctoral training.
- increase their ability to disseminate their research and secure funding for their research by working with experienced tenure track faculty investigators.

Study with experienced nurse investigators conducting research in several areas of focus:

- **Clinical Innovation** – Advancing approaches using ideas, processes, products or procedures to benefit the health of individuals, groups and populations.
- **Population Health and Chronic Illness** – Improving health outcomes of a group of individuals, including families or communities, reducing health disparities within the group with chronic illness, co-morbidity and mortality, including racial and ethnic minority, LGBT, and rural residents.

- **Precision Health** – Evidence-based customized approach to health that incorporates genomics, environment and lifestyle.
- **Data Science** – Supporting knowledge discovery in biomedicine by applying advanced computational methods and analytics to structured and unstructured data from various sources.

This program pairs a postdoctoral fellow with an experienced faculty mentor who has active (or within the last two years) national research funding, shares a research interest and is able to supervise the fellow's research training. In addition to conducting supervised research, postdoctoral training will involve auditing advanced coursework in the School and active participation in a Duke interdisciplinary center related to the fellow's research area. Successful candidates must identify and work with a School of Nursing mentor. US citizens and permanent residents are eligible to apply.

## The Health Equity Academy II

The Duke University School of Nursing Academy for Academic and Social Enrichment and Leadership Development for Health Equity II (Health Equity Academy II or HEA II) 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 II, funded by Health Resources and Services Administration Nursing Workforce Diversity grant D19HP30844, focuses on social determinants of health (SDH), health access, health disparities, diversity, and health equity in the preparation of HEA II Scholars destined to become the next generation of minority nurse leaders. High achieving and 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 II 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 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 II Scholars matriculate into the DUSON ABSN degree program. As Scholars progress through the 16-month program, the HEA II Pathways to Success in Nursing (PSN) Program will provide a variety of academic and social supports, including structured mentorship, health equity and diversity training, and access to a professional advisor and the student success center. HEA II Scholars will also receive scholarship and need-based stipend support.

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



Duke University



# Admission Requirements





The Duke University School of Nursing has a responsibility to educate competent nurses to care for their patients/clients (persons, families and/or communities) with critical judgment, broad-based knowledge, and well-honed technical skills. The Duke University School of Nursing has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from their programs.

**Technical Standards:** The Duke University School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Duke University School of Nursing. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; (5) implementing and evaluating nursing interventions; and, (6) incorporating appropriate professional attitudes and behaviors into nursing practice (See [Table 1](#) on the School of Nursing website for more detailed information about technical standards).

## Academic Degree Programs

### 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.
- The Graduate Record Examination (GRE) is no longer required for admissions. However, if an applicant wishes to submit GRE scores as part of their admissions packet, he or she should enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.

#### 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.

Each applicant will be notified electronically regarding the admission decision. If admission is offered, a non-refundable tuition deposit of \$500 is required to confirm the student's acceptance of admission. The deposit will be credited to the first semester's tuition charges.

#### 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 or debit card online.

### Master of Science in Nursing (MSN) Degree Program

All applicants to the 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.

Please note: the Duke University School of Nursing is not currently accepting applications from prospective students living in a very few select states due to regulatory requirements which may prevent students from being able to complete clinical rotation assignments in their home states and may also delay or prevent them from being able to be licensed to practice in their states. Questions regarding these requirements may be directed to the Duke University School of Nursing Director of Admissions at [ernie.rushing@duke.edu](mailto:ernie.rushing@duke.edu).

- 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 Accreditation Commission for Education in Nursing (ACEN) 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).
- The Graduate Record Examination (GRE) is no longer required for admissions. However, if an applicant wishes to submit GRE scores as part of their admissions packet, he or she should 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 required at the time of application submission for Adult-Gerontology Acute Care Nurse Practitioner, Pediatric Nurse Practitioner Acute Care, Psychological Mental Health Nurse Practitioner, and Neonatal Nurse Practitioner. All other programs recommend one year of experience.
- Licensure or eligibility for licensure as a Registered Nurse in the primary state of residence.

Information about 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 should 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.
- Résumé or curriculum vitae.
- \$50 nonrefundable application fee, payable by credit or debit card online.

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 ACEN-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.

## 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 education major. Admission requirements include:

- Bachelor of science in nursing (BSN) degree with an upper division nursing major from a nationally accredited (CCNE or ACEN) 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 (required for Nurse Anesthesia DNP admission only).
  - 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 that offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on his or her 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.

### Required Application Materials

- Completion of the online application for the Post BSN-DNP 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 \(WES\)](#).
- Résumé or curriculum vitae.
- GRE score (Nurse Anesthesia only).
- Three professional letters of recommendation that attest to the student's academic ability, professional competency, and personal character.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit or debit card online.

## 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 ACEN) 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.

### 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 \(WES\)](#).
- Résumé or curriculum vitae.
- Three letters of recommendation that attest to the student's academic ability, professional competency, and personal character.
- Personal statement from the applicant.
- Certification as an advanced practice nurse (if applicable).
- \$50 nonrefundable application fee, payable by credit or debit card online.

## 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 DNP Scholarly Project addressing a process improvement, quality improvement, or other project affecting populations of patients, health care organizations, and health care systems in a clinical setting.

## Admission Requirements

- Bachelor's degree with an upper division nursing major from a program accredited by the Commission on Collegiate Nursing Education (CCNE) or Accreditation Commission for Education in Nursing (ACEN), 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 [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 hemodynamic 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.

## 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 \(WES\)](#).
- GRE score.
- 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.
- 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) or emailed directly to [SON-Documents@dm.duke.edu](mailto:SON-Documents@dm.duke.edu), include:
  - Photocopy of current, unencumbered nursing (RN) license.
  - Proof of current certifications:
    - Basic Life Support, Advanced Cardiac Life Support, and Pediatric Advanced Life Support.
    - Advanced practice certifications as stated on the application (e.g., CCRN).
  - \$50 nonrefundable application fee, payable by credit or debit card online.

## 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 email through the Office of Admissions and Student Services. Candidates who are selected for an interview will receive an email 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 email as the primary means of communication with applicants; consequently, please ensure that your email address is current with the Office of Admissions and Student Services. Program representatives do not always follow all email communications with a letter or phone contact; therefore, please select a reliable email provider.



# 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 provide 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 and professional development they will need to develop new knowledge for nursing practice. 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 1 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 Accreditation Commission for Education in Nursing (ACEN); 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 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 graduate course in descriptive and inferential statistics.
- 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 within the United States, preferably in 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 nursing license within the United States for international students should be discussed with the Director of the PhD Program in Nursing.

## Required Application Materials

The following admission materials must be submitted online to the Duke University Graduate School <https://gradschool.duke.edu/admissions/admissions-faq>. Prospective applicants should familiarize themselves with The Graduate School requirements. 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. Once admitted, individuals should arrange for official confidential transcripts(s) of all college-level coursework to 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 individuals with doctoral degrees who can address the applicant's academic abilities and potential for doctoral study.
  - The Graduate School requires applicants to submit letters of recommendation electronically via the online application.
- **English Language Proficiency Test Scores.** Foreign graduates must submit either the Test of English as a Foreign Language (TOEFL) or the International Language Testing System (IELTS), but IELTS is preferred.
- **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 (1-2 typed pages, 12-point font, single spaced). 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 Résumé.** Applicants to the PhD Program must also submit their CV or résumé directly to the PhD Program in Nursing at [revonda.huppert@duke.edu](mailto:revonda.huppert@duke.edu). (The Graduate School does not require a copy of the CV or résumé.)

- **Application Fee.** A nonrefundable \$90 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). The PhD program covers the costs for domestic campus interview travel. 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 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 for which the 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 and Nurse Anesthesia 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 MSN and DNP Programs 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.

## Post-Graduate Certificate (PGC)

Post-graduate certificate students must possess the physical and mental skills and abilities necessary to complete the curriculum. Personal interviews may be conducted. 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 Accreditation Commission for Education in Nursing (ACEN); 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 \(WES\)](#).
- Three recommendations attesting to the applicant's academic ability, professional competency, and personal character.
- Personal statement.
- Résumé or curriculum vitae.
- \$50 nonrefundable application fee, payable by credit or debit card online.

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.

## Specialty Certificates

### Cardiology, Endocrinology, HIV, Oncology, Orthopedics, Palliative Care, Pediatric Behavioral and Mental Health, Veterans Health Care, and Nursing Education

Individuals currently enrolled in one of the nurse practitioner majors of the Duke University School of Nursing MSN or DNP Program who are interested in a specialty certificate in cardiology, endocrinology, HIV care, oncology, orthopedics, palliative care, pediatric behavioral and mental health, veterans health care, or nursing education must complete and submit the [Add a Specialty Form](#).

Certified nurse practitioners or individuals who are currently nurse practitioner students at other colleges or universities may apply for enrollment in the cardiology, endocrinology, HIV care, oncology, nursing education, palliative care, or orthopedics specialty certificate studies as specialty certificate student.

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 specialty certificate enrollment option.

Applicants must submit the specialty certificate student application in accordance with the application deadlines set forth on the School of Nursing website. Enrollment decisions will be made by course instructors on a space-available basis.

## HIV 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 specialty certificate studies as nondegree students. Applicants must complete the application materials required for the specialty certificate enrollment option.

## Graduate Certificate in Health Informatics

[The health informatics graduate certificate](#) 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 pursue a graduate certificate in health informatics must possess the physical and mental skills and abilities necessary to complete the curriculum. Personal interviews may be required. 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 specialty 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 \(WES\)](#).
- Résumé or curriculum vitae.
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal qualifications.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit or debit card online.

## 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.
- Résumé 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, payable by credit or debit card online.

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.



# Application Dates

## Academic Degree Programs

The Duke University School of Nursing 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
- May 1 for Spring Term

### **MSN Program Application Priority Deadlines:**

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

### **Post-Graduate Certificate**

- 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:**

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

### **DNP with Specialization in Nurse Anesthesia Application Priority Deadlines:**

- October 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 specialty certificates (cardiology, HIV, oncology, endocrinology, nursing education, palliative care, and orthopedics), and the graduate certificate in health informatics, the Application Priority Deadline is:

- November 1 for Spring Term start only

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.



Jared Lazarus

# 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 information on the [School of Nursing 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. Students will be prompted to submit documentation of immunizations through the online credentialing system upon matriculation. Accelerated BSN students and Nurse Anesthesia DNP students must also submit documentation through Duke Student Health as they are enrolled in an on-campus program. 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. The *Form A, Certification of Health Requirements* form will be signed electronically in the Verified Credentials online system upon matriculation.

### 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 and drug screening, as well as successful completion of all prerequisite courses for the ABSN program. Specific pre-enrollment requirements vary by academic program. 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.

### AHA Basic Life Support

All entering 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 upload the completed certificate into the online credentialing system. Review of Clinical Core and certificate of completion is required upon matriculation and then annually.

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 Trainings.** All students enrolled in the ABSN Program are required to complete the Community Health Engagement Training module. This will be completed at the time of pre-enrollment and confirmation of completion will be verified by the Office of Admissions and Student Services. Should a student not complete the program or need to take a leave of absence, renewal of the module will be required upon re-entry into the program.

## Licenses and Certifications

### Professional Licensure

#### Licensure Requirement

Licensure or eligibility for licensure as a Registered Nurse in an individual's primary state of residence 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.

#### 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 and DNP)

Additional certification is required for admission to the Duke University School of Nursing MSN and DNP Programs 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.
- Candidates for admission to the MSN Program in the adult-gerontology nurse practitioner-acute care major have the same admission requirements as all other MSN applicants, with the following addition: advanced cardiac life support (ACLS) certification.
- Candidates for admission to the Nurse Anesthesia DNP Program have the same admission requirements as all other DNP applicants, with the following additions: advanced cardiovascular life support (ACLS) certification and 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. 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 Program with nurse anesthesia specialization are campus-based.

## Definition of Full-Time Enrollment Status

Full-time status is defined as follows:

- Full credit load for fall and spring semesters: 6 credit hours/semester
- Full credit load for summer semester: 4 credit hours
- Full credit load for international students: 6 credit hours for fall/spring semesters and 4 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 specialty certificates. Nondegree students seeking the HIV certificate (12 credit hours) should consult the School of Nursing for specific information.

## Changes Between Full-Time and Part-Time Status

MSN or post BSN-DNP students who matriculated prior to fall 2018 and wish to change their status will need to seek program approval.

## 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 prerequisites in developing the matriculation plan. When changes to the matriculation plan become necessary (i.e., course failure, leave of absence, etc.) it is crucial that the student communicate with the advisor.

The School of Nursing reserves the right to change a student's advisor as needed. Students may request a change of advisor by contacting the appropriate program office.

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, independent study, MSN clinical and synthesis courses, and the DNP Scholarly Project. These courses are graded "Cr" or "NCr." The designation "Cr" indicates that the student has successfully completed all the requirements for those credits registered. The designation "NCr" indicates that the student has failed the course and "NCr" is treated as an "F."

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

The decision to withdraw from a course after the scheduled Drop/Add period requires a student to meet with his/her 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;
- obtains the signature of the faculty advisor; and
- obtains the signature of the faculty member teaching the course.

Once signatures are affixed, the faculty member teaching the course 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 programs of study should request formally 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 are subject to the parameters set forth in the [Tuition Withdrawal Adjustment policy](#) of the University. The Course Withdrawal Form may be obtained via the School of Nursing website, or in the Office of 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 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 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 their didactic course work. The Clinical Placement Services (CPS) office functions as liaison between the School of Nursing and the many clinical agencies with which it collaborates to provide appropriate placement sites.

Students are assigned to clinical placements based on the faculty's selection of sites specific to the learning objectives of the course, site characteristics, and availability. All students who participate in clinical education must be prepared to be flexible with scheduling requirements for placement rotations to potentially include evening, nights, and weekends. This is particularly important for master of science in nursing (MSN) and post-graduate certificate (PGC) students who are placed in individually precepted clinical or systems sites.

Although faculty and staff will make every effort to identify sites for precepted rotations as close to the student's place of residence as possible, statutory regulations, requirements of health care provider sites, competition for sites, etc., may limit the location and selection of sites. MSN and PGC students may be required to attend a site in a state other than their resident state and/or to travel a significant distance within their resident state or another, depending on the availability of suitable sites. In most cases, the travel will be less than 120 miles or two hours. However, some students may be required to travel farther. MSN and PGC students should also be aware that in very rare instances, in order to finish the clinical requirements of a degree and graduate, they may need to relocate to North Carolina to finish their clinical or systems course rotations.

Students are expected to be responsive to the CPS office and to participate in the process of securing clinical or system sites. This means, at a minimum, that students will complete and submit all information requested from the CPS office staff by the designated due dates. It also means, to the extent possible, that students will assist the CPS staff by providing them with potential locations for site placements. Failure to be responsive may result in a delay of clinical sites.

Whenever students change residence, or are contemplating a change in residence, they are responsible for notifying the DUSON Clinical Placement Services office in writing of changes to their residence. The notification must occur as soon as possible in order to allow the

CPS office time to search for a new site. Depending upon the timing of the move and/or the location of the student's new residence, the School of Nursing may not be able to guarantee that a clinical placement in any one location or state can be secured. Students are also responsible for changing their contact information (name, address, telephone numbers, etc.) in DukeHub.

Relocation to a state in which the School of Nursing is not authorized to operate may make it impossible to secure clinical placements within the new state. Although every effort will be made to work with students relocating to these areas, it may either delay or make it impossible to find a site in proximity to the new place of residence. Information regarding the states in which the DUSON is authorized to operate is available on the School of Nursing website.

## 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 Student Handbooks. In order to participate in their required clinical learning experiences, students must comply with all requirements of their program.

## Course Participation

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 [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 or 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 credit hours, an ABSN student whose cumulative GPA falls below 2.0 will be placed on academic probation, will be notified in writing of the academic probation, and must meet with his/her faculty advisor to develop a personal plan for improvement, 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/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 [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. Students enrolled in the MSN Program or the post-graduate certificate options whose cumulative GPA falls below 3.0 may receive a letter of academic warning or be placed on academic probation. A student whose cumulative GPA falls between 2.7 and 3.0 at any time will receive a letter of academic warning and is encouraged to meet with her or his academic advisor. A student whose cumulative GPA falls below 2.7 will be placed on academic probation and must meet with her or his academic advisor to develop a personal plan for improvement. Consult the [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. A student whose cumulative GPA falls below 2.7, or who has a "C" in a DNP course, will be placed on academic probation and must meet with her or his academic advisor to develop a personal plan for improvement. Consult the [DNP Student Handbook](#) for additional information about academic warning and academic probation.

Nurse Anesthesia students must maintain a cumulative GPA greater than a 3.0. Any student whose cumulative GPA falls below a 3.0 at any time will receive a letter of academic warning and will be encouraged to meet with his/her academic advisor.



## 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 [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 [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. For details regarding leaves of absence consult the appropriate student handbook.

### 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.

#### Administrative Withdrawal for Reasons of Conduct

School of Nursing students who exhibit harmful, potentially harmful, or disruptive behavior due to apparent medical or psychological distress and who do not voluntarily request a leave of absence, may be subject to involuntary administrative withdrawal from the School of Nursing if their behavior renders them unable to effectively function in the University community. Such behavior includes, but is not limited to, that which:

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

The School of Nursing will also address all reports of impaired or possibly impaired performance of students in order to assure the safety of patients, coworkers, and other students. In the presence of reasonable suspicion, students may be required to undergo drug testing or other professional evaluations. Health difficulties impairing performance can result from physical 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 [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 [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 [DNP Student Handbook](#) for additional information about academic withdrawal.

**Nurse Anesthesia:** Students who have a GPA less than a 3.0 at any time during the program will be administratively withdrawn. A grade of B- (80.0-82.9) in any graduate level course will result in administrative withdrawal from the Nurse Anesthesia Program at the end of the semester in which the grade is received. Students are required to "pass" all credit/no credit courses, and failure to do so will result in administrative withdrawal from the program.

**PhD Program:** The grade of "F" (failing) in a course normally occasions withdrawal from the degree program. The [Bulletin of The Graduate School of Duke University](#) provides additional information about Graduate School policies on academic standing and withdrawal. Consult the [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 DukeHub, the Duke student information and registration system. The notification email includes instructions on how to access DukeHub and complete the application form electronically.

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

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

For PhD students, the deadlines for completing the Apply to Graduate process in DukeHub 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 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 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 [Student Handbook](#) for each School of Nursing degree program.

## General Information about Academic Programs

### Communication between Duke University and Students

Electronic mail (email) 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 email account upon accepting the offer of admission and submitting the tuition deposit. It is the student's responsibility to use this email account for all school-related business, to check this email account regularly, and to respond promptly to requests made by email.

## 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 [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 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:

- 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.

## 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.

\* 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 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 US 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.

## 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<sup>\*</sup> 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.<sup>\*</sup> 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 services offered through the Office of Institutional Equity.

<sup>\*</sup> 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.

## 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. Reports of possible discrimination, harassment (including sexual violence and other forms of sexual misconduct), domestic violence, dating violence, and stalking should be made to the [Office for Institutional Equity](#) (for misconduct by employees or third parties) and/or the [Office of Student Conduct](#) (for misconduct by students), as appropriate.

### 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
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 semesters, with students taking between 12 and 16 credit hours per semester). The program includes 6 credit hours of electives with graduate credit option. In the ABSN program, 1 credit hour is granted for the completion of each 56 clinical hours.

## ABSN Curriculum

Semester 1	Credit Hours
Nursing 388 (Health Assessment and Foundations for Nursing Practice Across the Lifespan)	6
Nursing 389 (Wellness/Health Promotion Across the Lifespan)	4
Nursing 392 (Professional Nursing: Past, Present & Future)	2
Nursing 393 (Physiologic Homeostasis and Principles of Pharmacology)	2
<b>Total</b>	<b>14</b>
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
<b>Total</b>	<b>16</b>
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
<b>Total</b>	<b>16</b>
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
<b>Total</b>	<b>12</b>
<b>Total Required for ABSN Degree</b>	<b>58</b>

# Master of Science in Nursing (MSN) Degree Requirements

The Master of Science in Nursing (MSN) Program offers eight 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. In the MSN program 1 credit hour is granted for the completion of each 56 clinical or practicum hours. Effective with the Fall 2018 semester no students enrolled in graduate programs of the School of Nursing may take undergraduate courses (those numbered 500 or under) to meet requirements of their degrees. Undergraduate courses may not be applied toward the required credits needed for a post-baccalaureate degree and will not be included in cumulative GPA or cumulative credit calculations.

During the academic year 2017-2018, the Master of Science in Nursing faculty approved changes to student matriculation plans. These new plans, which begin below, will be followed by all MSN students who matriculate in the Fall 2018 semester and thereafter. Students who matriculated in the MSN Program before the Fall 2018 semester will continue to follow the plans that were in place at the time of their matriculation. These plans can be found in the bulletin that was in effect when the student began coursework; archived bulletins for the School of Nursing are available at <https://registrar.duke.edu/university-bulletins/school-of-nursing>.

## 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
- Psychiatric/mental health nurse practitioner

### Systems Majors

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

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

### 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
- Endocrinology
- HIV
- Oncology
- Orthopedics
- Palliative care
- Pediatric behavioral and mental health
- Veterans health care

## Degree Requirements for MSN by Major and Specialty

### MSN Core Courses Required for All Majors

All students matriculating in the MSN Program are required to complete the four MSN core courses in the early semesters of their plans of study. All MSN core courses are offered online.

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
<b>MSN Core Courses Total</b>	<b>12</b>

### Advanced Practice Registered Nurse Majors

#### Degree Requirements

All APRN majors in the MSN curriculum are offered as distance-based programs. Course content is offered online, and students in these majors will be required to come to the School of Nursing campus in a few semesters for two- to five-days. These sessions, known as on-campus intensives, or "OCIs," will include face-to-face interactions, simulation, and other hands-on activities with DUSON faculty and other experts. Dates for on-campus intensives are announced several months in advance.

#### Clinical Core Courses

Each APRN major requires the student to complete 11 credit hours of clinical core courses in the areas of physiology and pathophysiology, physical assessment and pharmacology. The APRN clinical core courses are listed below.

Clinical Core Courses	Credit Hours
Nursing 589 (Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach)	4
Nursing 595 (Physical Assessment & Diagnostic Reasoning in Advanced Practice Nursing)	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
<b>Clinical Core Courses Total</b>	<b>11</b>

In addition to the MSN Core and MSN Clinical Core courses, all APRN majors will take didactic and clinical courses focused on a particular area of expertise. As a final clinical experience, MSN students in all APRN majors are required to complete a clinical synthesis under the mentorship of an experienced clinician. 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, pediatrics, neonatal, women's health and psychiatric/mental 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

- 48 credit hours, including 728 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 under-served 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>AGNP-Acute Care Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	1
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 664 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I)	3
Nursing 667 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I: Clinical)	3
Nursing 668 (Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II)	3
Nursing 669 (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
<b>AGNP-Acute Care Clinical Courses Total</b>	<b>25</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>48</b>

## Adult-Gerontology Nurse Practitioner – Primary Care Major

- 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>AGNP-Primary Care Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adults and Older Adult Patients I: Clinical)	2
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)	4
Nursing 694 (Advanced Practice Nursing in Adult-Gerontology Primary Care Patients Synthesis)	4
Nursing XXX (Required Elective)	3
<b>AGNP-Primary Care Clinical Courses Total</b>	<b>19</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>42</b>



## Family Nurse Practitioner Major

- 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>FNP Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	2
Nursing 624 (Advanced Practice Nursing Care in Older Adult Patients)	2
Nursing 626 (Advanced Practice Nursing Care in Adolescents, Adults and Older Adult Patients II: Clinical)	4
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 634 (Perinatal Care in Advanced Practice Nursing: Clinical)	1
Nursing 695 (Advanced Practice Nursing in Family Practice Patients Synthesis)	4
Nursing XXX (Required Elective)	3
<b>FNP Clinical Courses Total</b>	<b>26</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>49</b>

## Women's Health Nurse Practitioner Major

- 45 credit hours, including 672 clinical hours

The women's health nurse practitioner (WHNP) major combines broad foundational knowledge with specialty knowledge essential for the unique health needs of women. This distance-based program utilizes an online learning platform supplemented with on-campus intensive 2-day interprofessional team-based learning experiences once each semester. WHNP students 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>WHNP Clinical Courses</b>	
Nursing 620 (Advanced Practice Nursing in Primary Care Adolescents and Adult Patients)	4
Nursing 622 (Advanced Practice Nursing in Primary Care Adolescents, Adult and Older Adult Patients I: Clinical)	2
Nursing 632 (Advanced Practice Nursing in Perinatal Care Patients)	1
Nursing 634 (Perinatal Care in Advanced Practice Nursing: Clinical)	2
Nursing 680 (Gender and Women's Health)	2
Nursing 681 (Advanced Practice Nursing in Women's Health Across the Lifespan)	3
Nursing 683 (Advanced Practice Nursing in Women's Health Across the Lifespan: Clinical)	4
Nursing 696 (Advanced Practice Nursing in Women's Health Synthesis)	4
<b>WHNP Clinical Courses Total</b>	<b>22</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>45</b>

## Psychiatric/Mental Health Nurse Practitioner Major

- 49 credit hours, including 616 clinical hours

Psychiatric mental health nurse practitioners (PMHNP) are strategically capable of providing comprehensive, integrated mental health and social care services in community based, rural, and urban health care settings. The PMHNP major focuses on developing the knowledge and skills necessary to deliver psychiatric mental health advanced practice nursing to people of all ages -- especially to those in rural and underserved areas. On campus intensives and state-of-the-art simulation techniques supplement an established program designed to prepare nurse practitioners to become active members of an interprofessional mental health care team engaged in the management of patients across all psychiatric and mental health care settings. Examples of practice settings include emergency departments, inpatient hospitalist and intensive care services, residential mental health care facilities, Department of Defense/Veteran's Administration facilities, Department of Corrections facilities, and substance abuse treatment facilities.

This major utilizes experienced faculty with clinical backgrounds in various areas of pediatric, adult, veteran and military, outpatient, and inpatient mental health patient care areas. Other benefits include certification in tele-psychiatry upon completion of the major, as well as the option to pursue a certificate in veterans' health care.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>PMHNP Clinical Courses</b>	
Nursing 760 (Foundations and Psychiatric Assessment Across the Lifespan)	2
Nursing 761 (Foundations and Psychiatric Assessment Across the Lifespan: Clinical)	1
Nursing 762 (Neurophysiology)	2
Nursing 763 (Psychopharmacology for the Advanced Practice Nurse)	3
Nursing 764 (Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan)	2
Nursing 765 (Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical)	2
Nursing 766 (Assessment and Management of Addictive Disorders for the APRN)	3
Nursing 769 (Psychiatric Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I)	4
Nursing 770 (Psychiatric Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II)	4
Nursing XXX (Required Elective)	3
<b>PMHNP Clinical Courses Total</b>	<b>26</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>49</b>

## Neonatal Nurse Practitioner Major

- 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>NNP Clinical Courses</b>	
Nursing 630 (Infant, Child and Adolescent Advanced Development and Behavioral Health)	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 690 (Advanced Practice Nursing in Neonatal Patients Synthesis)	7
<b>NNP Clinical Courses Total</b>	<b>20</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>43</b>

## Pediatric Nurse Practitioner - Acute Care Major

- 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>PNP-AC Clinical Courses</b>	
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
<b>PNP-AC Clinical Courses Total</b>	<b>20</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>43</b>

## Pediatric Nurse Practitioner - Primary Care Major

- 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 health care settings. Some graduates of the primary care major decide to work in pediatric specialty services.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Core Courses</b>	<b>11</b>
<b>PNP-PC Clinical Courses</b>	
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
<b>PNP-PC Clinical Courses Total</b>	<b>20</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>43</b>

## Systems Majors

The Duke University School of Nursing offers the MSN degree in three systems majors:

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

## Nursing and Health Care Leadership Major

- 36 credit hours

The nursing and health care 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 is an intensive experience in a health care organization 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Nursing and Health Care Leadership Courses</b>	
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 707 (Effective Business Communication)	2
Nursing 710 (Synthesis of Specialty Practice, Nursing and Health Care Leadership)	4
<b>Nursing and Health Care Leadership Courses Total</b>	<b>24</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>36</b>

## Nursing Education Major

- 36 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 an intensive individualized practicum 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Clinical Component</b>	
Nursing 589 (Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach)	4
Nursing 596 (Clinical Pharmacology for Advanced Practice Nursing)	3
Nursing 730 (Advanced Concepts of Health Assessment)	2
Nursing 752 (Major Health Problem Management Trends)	2
Nursing 753 (Management of Major Health Problems Practicum)	1
<b>Clinical Component Total</b>	<b>12</b>
<b>Nursing Education Courses</b>	
Nursing 741 (Facilitating Student Learning and Teaching Innovation)	3
Nursing 742 (Innovative Curriculum Development in Nursing)	1
Nursing 732 (Innovations in Clinical Teaching and Evaluation)	1
Nursing 735 (Educational Program Evaluation and Accreditation)	1
Nursing 743 (Assessment and Evaluation Strategies in Nursing Education)	2
Nursing 744 (Implementing Educator Role: Synthesis)	2



Nursing Education Courses (continued)	
Nursing XXX (Required Elective)	2
<b>Nursing Education Courses Total</b>	<b>12</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>36</b>

## Nursing Informatics Major

- 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 health care IT. Nurse informaticists play key roles in the development and implementation of health care 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 is an intensive individualized practicum in a health care 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.

Required Courses	Credit Hours
<b>MSN Core Courses</b>	<b>12</b>
<b>Nursing Informatics Courses</b>	
Nursing 715 (Database Systems in Health Care: 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
<b>Nursing Informatics Courses Total</b>	<b>26</b>
<b>Minimum Requirements for MSN in this Major</b>	<b>38</b>

## Requirements for Completion of MSN Specialties

### Clinical Specialties

Cardiology, endocrinology, HIV, oncology, orthopedics, palliative care, pediatric behavioral and mental health, and veterans health care specialties are available for APRN majors. 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 and submit an [Add a Specialty form](#) to the MSN Program Office via email ([son-msn@dm.duke.edu](mailto: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.

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
<b>Minimum Requirements for Completion of Specialty</b>	<b>8</b>

## Endocrinology Specialty

- 8 credit hours (minimum). Specialty course sequence begins in fall semester only

The endocrinology specialty offers students the opportunity to have advanced training in the care of individuals with diabetes and other endocrine conditions. The distance-based coursework includes evidence-based guidelines from the American Diabetes Association, Endocrine Society and American Association of Clinical Endocrinologists, incorporating the latest knowledge in the field. On-campus intensives provide students the opportunity to engage with faculty and practicing clinicians and inquire about novel research and innovative practice. In the synthesis course, students will work directly with clinicians practicing in endocrinology across a variety of clinical settings.

Required Courses	Credit Hours
Nursing 831 (Advanced Practice Nursing: Endocrinology Specialty I (Diabetes))	3
Nursing 832 (Advanced Practice Nursing: Endocrinology Specialty II)	2
Nursing 835 (Advanced Practice Nursing in Endocrinology Specialty Synthesis)	3
<b>Minimum Requirements for Completion of the Specialty</b>	<b>8</b>

## HIV Specialty

- 8 credit hours, including 168 clinical hours

The HIV 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 specialty is open to newly enrolled and currently enrolled students in the AGNP and FNP APRN majors in the MSN program. It is also available to students with the same majors who are enrolled in the Duke DNP Program. Nurse practitioner students in the pediatric nurse practitioner program who have an interest in HIV among adolescents and young adults are also welcome to enroll in the specialty. The distance-based specialty curriculum includes 5 credit hours of foundational courses that address the primary care needs of adolescents and adults with HIV and various co-morbidities, and a 168-hour clinical practicum under the mentorship of an experienced HIV clinician.

The HIV specialty prepares students to manage the full spectrum of primary health care needs of adolescents and adults with HIV 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.

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
<b>Minimum Requirements for Completion of Specialty</b>	<b>8</b>

## 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 under the mentorship of an experienced clinician in an oncology specialty.

Coursework and clinical experiences prepare graduates to practice as Oncology Nurse Practitioners. 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.

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
<b>Minimum Requirements for Completion of the Specialty</b>	<b>9</b>

## 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.

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
<b>Minimum Requirements for Completion of Specialty</b>	<b>8</b>

## Palliative Care Specialty

- 8 credit hours, including 168 clinical hours

The palliative care specialty prepares nurses to work within an interdisciplinary care delivery system to promote quality of life and ameliorate physical and psychological stress for clients with life limiting illnesses and their family caregivers across the illness trajectory. Palliative care focuses on pain and symptom management, patient advocacy and education for patients and family caregivers. Palliative care experts are in high demand as the need for palliative care services in both urban and rural settings significantly outweighs the supply of experts.

The palliative care courses will be available to students who are preparing to become certified advanced practice registered nurses or nurse practitioners with an MSN degree or higher from an ACEN- or CCNE-accredited institution.

Required Courses	Credit Hours
Nursing 851 (Foundations and Physical Aspects of Palliative Care across the Lifespan)	3
Nursing 852 (Psychosocial Aspects of Palliative Care across the Lifespan)	2
Nursing 855 (Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis)	3
<b>Minimum Requirements for Completion of Specialty</b>	<b>8</b>

## Pediatric Behavioral and Mental Health Specialty

- 8 credit hours, including 168 clinical hours

The pediatric behavioral and mental health specialty addresses the mental health care crisis that threatens children and adolescents across our country. As one of the first pediatric nursing specialty program of its kind in the nation, this specialty aims to improve care by equipping students with specific pediatric behavioral and mental health care knowledge, skills and clinical practice experiences. The PBMH specialty offers students the opportunity to gain advanced training in pediatric primary care as well as behavioral and mental health assessment and treatment, diagnosis and management.

Coursework and clinical experiences prepare graduates to serve in a variety of settings ranging from primary care practices, school-based health centers and pediatric specialty clinics as well as skills to address the health care needs in patients located in rural or underserved communities.

Required Courses	Credit Hours
Nursing 523 (Pediatric Behavioral and Mental Health Assessment and Management I)	3
Nursing 524 (Pediatric Behavioral and Mental Health Assessment and Management II)	2
Nursing 525 (Pediatric Behavioral and Mental Health Assessment and Management: Clinical)	3
<b>Minimum Requirements for Completion of Specialty</b>	<b>8</b>

## Veterans Health Care Concentration

The veterans health care concentration is open to students enrolled in the adult-gerontology nurse practitioner - primary care (AGNP-PC) major. Students selected for this concentration participate in a veteran-centric program focusing on the unique health care needs of

veterans and their families. Students within this concentration will spend at least 50% of their clinical hours at dedicated primary care practice sites within the Durham Veterans Affairs Medical Center. The AGNP-primary care major with a concentration in veterans health care prepares advanced practice nurses with the knowledge and skills necessary to deliver nursing care to the veteran population in either private practice or within the VA health care system. AGNP major students interested in the Veterans Health Care concentration should consult with their advisor.

## Post-Graduate Certificate (PGC)

The post-graduate certificate in nursing (PGC) option provides opportunities for students who already have a master's degree from an ACEN- 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.

## 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 specialty certificate in one of eight clinical specialties.

### APRN Majors

- Adult-gerontology nurse practitioner - acute care
- Adult-gerontology nurse practitioner - primary care
- Family nurse practitioner
- Neonatal nurse practitioner
- Pediatric nurse practitioner - acute care
- Pediatric nurse practitioner - primary care
- Psychiatric/mental health nurse practitioner
- Women's health nurse practitioner

### Systems Majors

- Nursing and health care leadership
- Nursing informatics

### Clinical Specialties for Certified Nurse Practitioners

- Cardiology
- Endocrinology
- HIV
- Oncology
- Orthopedics
- Palliative care
- Pediatric behavioral and mental health
- Veterans health care

## Post-Graduate Certificate Requirements

Post-graduate certificate 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 is available on the [School of Nursing website](#).

### Certificate in Nursing Education

The certificate in nursing education prepares graduate students and nurses for teaching in schools of nursing, health care systems, and other settings. The certificate is open to registered nurses who possess a master's or DNP degree from an ACEN- or CCNE-accredited nursing school, a PhD or other doctoral degree, or are enrolled in a master's, DNP, or PhD program.

### Health Informatics Graduate Certificate

The health informatics certificate provides students with the opportunity to 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 curriculum combines online instruction, on campus sessions and an intensive individualized practicum in a health care organization in which students complete a project under the mentorship of an experienced clinician in the informatics specialty.

## 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 (DNP Scholarly 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, DNP Scholarly 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 DNP Scholarly Project, consult the [Doctor of Nursing Practice \(DNP\) Program Student Handbook](#).

Effective with the Fall 2018 semester no students enrolled in graduate programs of the School of Nursing may take undergraduate courses (those numbered 500 or under) to meet requirements of their degrees. Undergraduate courses may not be applied toward the required credits needed for a post-baccalaureate degree and will not be included in cumulative GPA or cumulative credit calculations.

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

Year 1 Fall	Credit Hours
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
<b>Term Total</b>	<b>7</b>
Year 1 Spring	
Nursing 703 (Application of Finance and Budget Planning)	3
Nursing 961 (Evidence Based Practice II: Implementation and Evaluation)	3
Nursing 975 (DNP Scholarly Project*)	1
<b>Term Total</b>	<b>7</b>
Year 1 Summer	
Nursing 963 (Data Driven Health Care Improvement)	3
Nursing 964 (Effective Leadership)	3
Nursing 975 (DNP Scholarly Project*)	2
<b>Term Total</b>	<b>8</b>
Year 2 Fall	
Nursing 962 (Transforming the Nation's Health)	3
Nursing 975 (DNP Scholarly Project*)	1
Elective	3
<b>Term Total</b>	<b>7</b>
Year 2 Spring	
Nursing 965 (Health Systems Transformation)	2
Nursing 975 (DNP Scholarly Project*)	1
Elective	3
<b>Term Total</b>	<b>6</b>
<b>Total Credit Hours (minimum requirements)</b>	<b>35</b>

\*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 DNP Scholarly 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:

- 600 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
- Evidence-Based Theory and Practice: 90 hours
- Health and Physical Assessment: 45 hours
- Anesthesia Specialty Techniques and Procedures: 45 hours
- DNP Scholarly Project: Minimum 400 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

Year 1, Fall Semester 1	Credit Hours
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
<b>Term Total</b>	<b>16</b>
Year 1, Spring Semester 2	
Nursing 928 (Basic Principles of Anesthesia)	3
Nursing 929 (Anesthesia Pharmacology)	3
Nursing 932 (Advanced Pathophysiology for Nurse Anesthetists I)	3
Nursing 933 (Diagnostic Reasoning and Physical Assessment for Nurse Anesthetists)	3
Nursing 942 (Clinical Anesthesia Practicum I, semester 2: 1 day simulation lab/week)	1
<b>Term Total</b>	<b>13</b>
Year 1, Summer Semester 3	
Nursing 931 (Advanced Principles of Anesthesia I)	4
Nursing 935 (Advanced Pathophysiology Across the Lifespan for Nurse Anesthetists II)	3
Nursing 936 (Anesthesia Specialty Techniques)	3
Nursing 943 (Clinical Anesthesia Practicum, semester 3: 2 days clinical/week)	1
Nursing 960 (Evidence Based Practice I: Locating, Appraising, and Synthesizing Evidence)	3
Nursing 970 (Scholarly Writing)	1
<b>Term Total</b>	<b>15</b>
Year 2, Fall Semester 4	Credit Hours
Nursing 934 (Advanced Principles of Anesthesia II)	3
Nursing 961 (Evidence Based Practice II: Designing, Implementing, and Evaluating)	3
Nursing 966 (Quantitative Methods for Evaluating Health Care Practices)	3
Nursing 944 (Clinical Anesthesia Practicum: 2 days clinical/week)	1
<b>Term Total</b>	<b>10</b>

### Sample Matriculation Plan for DNP with Nurse Anesthesia Specialization (continued)

Year 2, Spring Semester 5	
Nursing 703 (Application of Finance and Budget Planning)	3
Nursing 930 (Professional Aspects of Nurse Anesthesia Practice)	3
Nursing 945 (Clinical Anesthesia Practicum: 3 days clinical/week)	2
Nursing 975 (DNP Scholarly Project)	1
<b>Term Total</b>	<b>9</b>
Year 2, Summer Semester 6	
Nursing 946 (Clinical Anesthesia Practicum: 4 days clinical/week)	2
Nursing 963 (Data Driven Health Care Improvements)	3
Nursing 975 (DNP Scholarly Project)	1
<b>Term Total</b>	<b>6</b>
Year 3, Fall Semester 7	
Nursing 962 (Transforming the Nation's Health)	3
Nursing 947 (Clinical Anesthesia Practicum: 4 days clinical/week)	1
Nursing 975 (DNP Scholarly Project)	2
<b>Term Total</b>	<b>6</b>
Year 3, Spring Semester 8	
Nursing 948 (Clinical Anesthesia Practicum: 4 days clinical/week)	2
Nursing 965 (Health System Transformation)	2
Nursing 975 (DNP Scholarly Project)	1
<b>Term Total</b>	<b>5</b>
Year 3, Summer Semester 9	
Nursing 949 (Clinical Anesthesia Practicum: 4 days clinical/week)	2
Nursing 975 (DNP Scholarly Project)	1
<b>Term Total</b>	<b>3</b>
<b>Total Credit Hours (minimum requirements)</b>	<b>83</b>

## Doctor of Nursing Practice Executive Leadership Specialty

The Doctor of Nursing Practice Executive Leadership Specialty provides seasoned nurse leaders with the knowledge and skills needed to lead complex and changing organizations and health care systems. This specialty is offered as a track within the Doctor of Nursing Practice Program.

The curriculum of this specialty provides students the knowledge and skills to:

- lead complex organizations by understanding people, organizations and the advanced use of multiple sources of data.
- forecast and monitor trends in patient care, health care legislation and more.
- develop skills in designing, implementing and evaluating care of populations to meet organizational goals.
- comfortably and authoritatively manage fast-breaking situations, such as illness outbreaks, organizational emergencies or personnel issues.
- develop and sustain a network of mentors and leaders to support you as your career continues and grows.

The courses in the Duke Doctor of Nursing Practice Executive Leadership Specialty include:

- **Nursing 976 Advanced Decision-Making in Health Care** provides the skills required to make strategic and operational decisions; addresses the challenges in designing, implementing and evaluating care delivery systems; and provides data manipulation approaches to determine the best course of action for any challenge faced by a health care leadership team.
- **Nursing 977 Planning and Evaluation Care for Populations** identifies and dimensionalizes populations of interest in the delivery of health care, provides tools to apply principles of effective collaboration with communities and evaluates models of care designed to maximize priority outcomes, including quality, access and value.
- **Nursing 978 Advanced Topics in Leadership** prepares students to apply various leadership theories to teams, develops skill in conflict management and negotiation and builds expertise in human resource management within nursing and health care settings.

The ideal candidate for the Duke Doctor of Nursing Practice Executive Leadership Specialty is a senior nurse leader with five to ten years of experience in a leadership role, who aspires to an executive role. The Duke DNP Program is designed to meet the needs of a working professional. Classes are distance-based with on-campus sessions each semester to deepen the understandings gained from course work alone.

# 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), (Nursing 916 (Statistical Modeling and Data Analysis), Nursing 917 (Understanding Individual Health Behavior Change and Nursing 560 (Critical Analyses of Health Communication Theory and Practice), as needed. 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 School of Nursing website, <https://nursing.duke.edu/>.

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

Year 1 Fall	Credit Hours
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
<b>Term Total</b>	<b>12</b>
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
<b>Term Total</b>	<b>9</b>
Year 2 Fall	
Nursing 915 (Measurement Theory and Practice)	3
Nursing 920 (Integrated Research Practicum)	1
Elective	3
Elective	3
<b>Term Total</b>	<b>10</b>
Year 2 Spring	
Nursing 905 (Longitudinal Methods)	3
Nursing 909 (Intervention Research Methods in Health Care)	3
Elective	3
Elective	3
<b>Term Total</b>	<b>12</b>

### Preliminary (Admission to PhD Candidacy) Exam (written):

The Graduate School requires submission of the Report of the Doctoral Preliminary Examination for all doctoral candidates by the end of the Spring semester of their third year.

Year 3 Fall	Credit Hours
Nursing 910 (Doctoral Seminar in Nursing Science Dissertation)	3
Nursing 921 (Doctoral Mentored Teaching Practicum)	1
<b>Term Total</b>	<b>4</b>



### PhD Program in Nursing Plan of Studies (continued)

Year 3 Spring	
Dissertation	0
<b>Term Total</b>	<b>0</b>
<b>Proposal Defense (written and oral) beginning Year 3 (Fall semester)</b>	
<b>Total Credit Hours (minimum requirements)</b>	<b>47</b>
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 [2019-2020 Bulletin of the Duke University Graduate School](#); and
- comply with all other requirements specified in the [2019-2020 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](#).

**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, or contact the PhD Program coordinator by email at [revonda.huppert@duke.edu](mailto:revonda.huppert@duke.edu) or by phone at (919) 668-4797.





# Courses of Instruction



## Courses in Nursing (NURSING)

**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.

**388. Health Assessment and Foundations for Nursing Practice Across the Lifespan.** This course focuses on creating a solid foundation for nursing care of individuals across the lifespan. Students use clinical reasoning, therapeutic communication, and the nursing process to provide competent, evidence-based, safe and holistic care. Emphasis is placed on health assessment and the introduction of skills necessary to maintain wellness and promote the health of diverse populations in all stages of life. Corequisite: Nursing 393. 6 credits.

**389. 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, identity formation, contextual relevance and leadership. Corequisite: Nursing 393. 4 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. Prerequisite: Nursing 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. Prerequisite: Nursing 392 and 393. Corequisite: Nursing 394 and 398. 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. Prerequisite: Nursing 395. Corequisite: Nursing 394 and 398. 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 392, 393, 388, and 389. 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.

**462. Perioperative Nursing.** This course is designed to help ABSN students learn the various roles and responsibilities of RNs who practice in perioperative settings. It also provides students with clinical practice experiences where they (a) teach and prepare patients pre-operatively, (b) implement scrub and circulating nurse roles during selected surgical procedures, and (c) care for patients across the lifespan in the immediate post-operative period. Throughout these experiences, students will enhance their assessment, planning, intervention and evaluation skills; collaborate with other health professionals; and learn about strategies used to manage emergency situations throughout the perioperative period. Prerequisite: Nursing 394, 395, 396, 397, and 398. Instructor consent required. 3 credits.

**463. Perioperative Nursing II.** This course builds on the concepts and skills developed in the pre-requisite course, Perioperative Nursing, and will expand on the ABSN students understanding of the roles and responsibilities of the circulating nurse in perioperative settings. Students will collaborate with members of the health care team, especially in the perioperative setting, to plan, implement, evaluate and manage the care provided in the pre-, intra- and post-operative setting. Prerequisite: Nursing 462. 3 credits.

**464. The Role of the Professional Nurse in Meeting Human Development Needs in Brazil and the US.** Students from both Brazil and the United States will collaborate to explore human development information through the United Nations Human Development Index to compare and contrast selected health indicators. (The HDI (Human Development Index) is a way to measure well-being within a country. The HDI can query policy choices and evaluate differences between countries



with similar gender development indices). Policy and system level contributors will be identified and compared between countries. The role of the professional nurse in addressing these inequities will be explored. The official language of the course is English. Variable credit.

**465. Psychiatry and Substance Use Treatment: An Inter-Professional Experience.** This course will delve in to the treatment of adult psychiatric patients and those struggling with substance abuse. Using an inter-professional collaborative approach, students will gain knowledge of assessment, treatment planning, and the treatment strategies utilized by various members of the clinical team. The one-month course offers conversation, seminars and clinical rounding, inter-professional shadowing experiences and at least one 8-hour clinical day in the inpatient clinical setting with an experienced clinical instructor. Instructor consent required. Variable credit.

**466. Neuroscience Nursing.** This course is designed to help ABSN students learn the various roles and responsibilities of RNs who practice in neuroscience settings. Students will be exposed in class and during clinical experiences to acute and chronic neuro health conditions across different settings. Throughout these experiences, students will enhance their assessment, planning, intervention, and evaluation skills, and collaborate with other health professionals. Prerequisite: Nursing 474. 2 credits.

**467. Pediatric Critical Care Nursing.** This course is designed to provide students with specialized knowledge needed to plan holistic, evidence-based nursing care for critically ill infants, children, adolescents and their families. Prerequisite: Nursing 474. 3 credits.

**468. Population Health Practice – Communicable Diseases & Immunizations.** In this course, students examine historical, ethical, social, economic, and legal aspects of communicable diseases and immunizations. They also integrate concepts of wellness, community/public health nursing, team functioning, and the nursing process to plan, implement, and evaluate a mass immunization campaign. Prerequisite: Nursing 398. Instructor: Staff. 2 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 396. Corequisite: Nursing 476. 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 474. Corequisite: Nursing 476. 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.

**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 475 and 476. 7 credits.

**485. From Their Lens: Multiple Perspectives in Mental Health Issues.** This course challenges students to examine mental health disorders from multiple perspectives in an effort to help them understand the complex, multi-faceted, and often biased context in which such disorders occur. This course will blend the traditional empirically based scientific approach to mental health disorders with the existential phenomenology discipline that attempts to understand mental health disorders contextually that is free from assumptions and inherent bias. Students build on bio-psycho-social mental health concepts learned in previous courses to develop a broader understanding of mental health disorders and how to address them in multiple settings. For 4th-semester ABSN students only. Prerequisite: Nursing 476. Instructor: Staff. 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.

**502K. 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. Course taught at Duke Kunshan University. 3 credits.

**523. Pediatric Behavioral and Mental Health Assessment and Management I.** This course is designed to enhance nursing students preparing for advanced practice to prepare for assessment, diagnosis and management of behavioral and mental health disorders seen in children and adolescents. Key components of the course include behavioral and mental health screening, appropriate use of valid and

reliable screening tools, assessment and diagnosis formulation consistent with the current edition of the Diagnostics and Statistics Manual, and evidence-based treatment and management. Collaboration with members of the pediatric healthcare team, care coordination and specialist referral strategies will be incorporated into study of each disorder. Open to DUSON ABSN students who have completed at least 2 semesters with faculty consent. Pre-/corequisite: Nursing 590. 3 credits.

**524. Pediatric Behavioral and Mental Health Assessment and Management II.** This course is designed to prepare advanced practice nursing students (APRN) to gain skills and knowledge regarding the unique challenges, opportunities and professional issues associated with the delivery of pediatric mental health care in various settings of the United States. Key components of the course include delivery of evidence based practice strategies in various clinical settings (primary care, Emergency Department, rural/under-served clinics, School-based health centers), assessment of social determinants of health and implications for care, cultural sensitivity, and promotion of inter-professional collaboration to manage common pediatric developmental, behavioral, and mental health issues. Prerequisite: Nursing 523 and 590. 2 credits.

**525. Pediatric Behavioral and Mental Health Assessment and Management–Clinical.** This course builds on the competencies developed in the Pediatric Behavioral and Mental Health Assessment and Management courses and is designed to provide the advanced practice nursing student with specialized knowledge and skills needed to assess, diagnose and manage common acute and chronic behavioral and mental health problems that occur among infants, children and adolescents in a clinical setting. The clinical experience is designed for APRN students to practice translating evidence-based pediatric mental healthcare knowledge and skills to a primary care pediatric settings. Prerequisite: Nursing 524 and 630. Variable credit.

**536. Obesity: Fundamentals for Healthcare Providers.** The purpose of this course is to help students develop the core knowledge, skills and values essential to provide safe, quality care to obese patients across the lifespan. Through experiential learning activities, students will explore the influence of multiple determinants of obesity from a biopsychosocial perspective. Clinical decision-making and obesity targeted treatment modalities are emphasized to optimize patient-family outcomes. Prerequisite: Nursing 388 or 595. 3 credits.

**537. 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.

**538. 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.

**539. 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.

**554. Global Clinical Immersion Experience.** The purpose of this course is to promote understanding of the culture, history, and health care delivery system in different cultures throughout the world, with a particular emphasis on global diseases, global travel, cultural awareness, ethics, and code of conduct. The course serves as a foundation for global clinical immersion experiences students will have in countries outside the US. Variable credit.

**555. Exploring Global Patterns of Health and Illness.** The purpose of this course is to examine global patterns of health and illness. Through experiential learning activities, students will compare and contrast patterns of health and illness across societies and cultures from a bio-psycho-social perspective. 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. Prerequisites: 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 online 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. C-L: African & African American Studies 569, Global Health 569

**574. Directed Scholarship.** This course provides students with the opportunity to work on scholarship projects (research, education, evidence based practice, quality improvement) under the guidance of a faculty member. Students gain practical skills related to scholarly activities and contribute actively to a project currently underway. 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.** The Independent Study course is a directed study of a topic approved and guided by an individual faculty member or other instructor. Typically, Independent Study is used to support students in their desire to know more about a particular topic/issue that is not addressed in great depth in required courses, and its outcome is a scholarly product. On occasion, this option may be structured as a typical course that is designed by faculty and used to fill in gaps during times of curriculum transition or to meet the needs of a particular group of students. Instructor consent required. Variable credit.

**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 critical 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.

**589. Advanced Physiology/Pathophysiology Across the Lifespan: A Conceptual Approach.** After establishing a foundation of advanced normal physiology with a focus on homeostasis, students will examine the impact of pathophysiological mechanisms and determinants of health on the development and trajectory of disease states. This conceptually-based course provides the advanced practice nursing student with a framework to understand pathological conditions seen in clinical practice. 4 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 pathophysiologic processes. Prerequisite: Nursing 590; Corequisite: Nursing 592 or 593 or 594. For Nursing Education Majors: Prerequisite: Nursing 590; No corequisites. 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: Nursing 589 or 591. Corequisite: Nursing 596. 4 credits.

**595A. Diagnostic Reasoning and Physical Assessment Refresher.** The course is designed as a refresher course 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: Completion of a physical assessment course within 2 years prior to course enrollment. Prerequisite: Nursing 589 or 591. Variable credit.

**596. Clinical Pharmacology for Advanced Practice Nursing.** The course focuses on knowledge essential to the pharmacological management of common acute and chronic health problems experienced by patients throughout the life span. For selected major drug classifications, the course addresses indications, mechanism of action, route of elimination, adverse drug events, side effects, interactions, monitoring parameters, medication safety, cost/risk benefits, and evaluation of pharmacologic interventions. The course also addresses foundations of prescriptive practice, including legal and ethical standards as related to advanced practice nursing. Prerequisite: Nursing 589 or 591. 3 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, Corequisite: 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.

**622. Advanced Practice Nursing in Primary Care Adolescent, Adult, and Older Adult 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 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 evidenced-based practice. Variable credit.

**624. Advanced Practice Nursing Care of Older Adult Patients.** 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 older adults. The emphasis is on health promotion, disease prevention and evidence-based practice across care settings. Prerequisites: Nursing 620 and 621, Co-requisites: Nursing 621. 2 credits.

**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.

**626. Advanced Practice Nursing in Primary Care Adolescent, Adult and Older Adults Patients II: 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 and 622. Variable credit.

**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: For Family Nurse Practitioner majors: Nursing 620 and 621; For Pediatric Nurse Practitioner-Acute Care majors: Nursing 595 and 596. 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.

**630. Infant, Child, and Adolescent Advanced Development and Behavioral Health.** The course focuses on developmental and behavioral theoretical frameworks, medical, genetic, and environmental risk factors, family systems, parenting styles, screening, surveillance, and assessment of Infants, children, and adolescents. 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.

**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. 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. Pre/Corequisite: Nursing 632 or instructor permission. 1 credit.

**634. Perinatal Care in Advanced Practice Nursing — CL.** 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. Available only to students in the FNP or WHNP academic plans. Corequisite: Nursing 632. Variable 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 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. Prerequisite: Nursing 595 and 596; Corequisite: 630 and 635. 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. Prerequisite: Nursing 595. Pre/Corequisite: Nursing 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. Prerequisite: Nursing 596. Corequisite: Nursing 642. 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.

**664. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients 1.** 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 geriatric population. The emphasis is on health restoration, health maintenance, and evidence-based practice for patients who are technologically dependent in acute care settings. Prerequisite: Nursing 620 and 622. 3 credits.

**667. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients I - Clinical.** This course is designed to facilitate the advanced practice nursing students' conduction of comprehensive assessments, formulation of differential diagnoses, and development of plans of care to manage acute and chronic health problems in adults and the geriatric population. In collaboration with other health care providers, students provide care for the technologically dependent patient in acute care settings, integrating health restoration, health maintenance, and evidence-based practice. Prerequisite: Nursing 620 and 622. 3 credits.

**668. 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 geriatric population. The emphasis is on health restoration, health maintenance and evidence-based practice for patients who are technologically dependent in acute care settings. Prerequisite: Nursing 664 and 667. 3 credits.

**669. Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients II - Clinical.** This course builds on the competencies developed in Advanced Practice Nursing in Acutely Ill Adult-Gerontology Patients - Clinical I and is designed to facilitate advanced practice nursing students' application of specialized knowledge needed to diagnose and manage acute and chronic health problems in adults and the geriatric population. In collaboration with other health care providers, students provide care for the technologically dependent patient in acute care settings, integrating health restoration, health maintenance, evidence-based practice, and interprofessional collaboration. Prerequisite: Nursing 664 and 667. 4 credits.

**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.

**675. Improving Transitions of Care: Didactic.** This course strengthens the knowledge on the challenges in promoting quality care and continuity of care to individuals and their caregivers who are transitioning between different locations and levels of care. The course focuses on roles and responsibilities of the different members of interprofessional care teams within and across care settings, highlighting the role of the characteristics of the systems of care in different settings in fostering safe transitions. Quality improvement methodologies to recognize and manage problems in care transitions are systematically integrated. Nursing 675 and Nursing 676 must be taken in the same semester. Instructor consent required. 1 credit.

**676. Improving Transitions of Care: Practicum.** In this course, students participate in an interprofessional training of informal caregivers on knowledge and skills for home-based care of individuals who are recently discharged from hospitals and skilled nursing facilities.

Students conduct follow-up video-telephone support to caregivers up to two weeks of discharge from a facility. The emphasis is on education and support to caregivers of individuals who are transitioning from one care setting to another. Nursing 675 and Nursing 676 must be taken in the same semester. Instructor consent required. 1 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.

**683. Advanced Practice Nursing in Women's Health Across the Lifespan: Clinical.** This 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. Attention to cultural sensitivity, and gender and/or genetic impact on health and therapies will be integrated. Available only to those in WHNP academic plan. Prerequisite: Nursing 634. Corequisite: Nursing 681. 4 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 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.

**703. Application of Finance and Budget Planning.** Designed for a wide-range of experienced nurse managers, directors, executive and other nurse leaders needing to perform routine financial tasks in complex health care organizations. Equips students to interpret financial statements for making strategic decisions. Focuses on the knowledge and skills needed to apply the commonly used tools and techniques in financial management. Explore the push and pull of improving quality and safety while managing/maintaining a sound financial basis. Prerequisite: Nursing 702 or Doctor of Nursing Practice Student, ability to create spreadsheets, charts and tables using Excel. 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 de-emphasizes mathematical problem sets or students developing economic models. 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.
- 707. Effective Business Communications.** This course is designed to help clinicians and managers in health care settings develop communication skills that are essential to function effectively in a business environment or when communicating with funding bodies, community organizations and professional groups. Such skills relate to managing meetings, delivering persuasive oral presentations, and composing clear and concise written documents. Instructor: Staff. 2 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.
- 724. Data Analytics II.** This course will build upon Data Analytics I and explore advanced topics in data analytics. This course will build upon data mining, text mining and predictive modeling activities by introducing different data analysis methods and techniques. In this course, students will learn about topics including but not limited to clustering and association models, neural networks, decision trees,



and visual analytics. Students will gain an understanding of the approaches, methods, and analytic tools required in order to select and prepare healthcare data for querying, reporting, and analysis. The course emphasizes applied case studies with respect to data analysis and findings: Prerequisite: Nursing 718. 3 credits.

**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.

**741. Facilitating Student Learning and Teaching Innovation.** This course introduces students to the principles of adult learning, the 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 as well as issues related to the integration of technology into nursing education are explored. This course also provides students with an opportunity to examine the evolving use of technology to facilitate learning and professional development. Instructor: Staff. 3 credits.

**742. Innovative Curriculum Development in Nursing.** This course prepares nurse educators to develop educationally-sound, internally-congruent, innovative curricula for nursing programs. Internal and external factors that influence the development of curricula will be explored. Prerequisite: Nursing 741. Instructor: Staff. 1 credit.

**743. Assessment and Evaluation Strategies in Nursing Education.** This course provides students with the opportunity to explore a wide

range of methods that can be used to evaluate student learning, including the 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. Students will explore a variety of methods to evaluate learning in the three domains of learning. In addition, issues related to the grading are examined. Prerequisite: Nursing 741. Instructor: Staff. 2 credits.

**744. Implementing Educator Role: Synthesis.** 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 741. Instructor: Staff. Variable 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.

**752. Major Health Problem Management Trends.** 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. Prerequisite: Nursing 596 and 730. Corequisite: Nursing 753. Instructor: Staff. 2 credits.

**753. Management of Major Health Problems Practicum.** 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 illnesses, 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. Prerequisite: Nursing 596 and 730. Corequisite: Nursing 752. Instructor: Staff. 1 credit.

**760. Foundations and Psychiatric Assessment Across the Lifespan.** This course provides students an opportunity to synthesize and apply psychotherapeutic theories and concepts as they develop interview and assessment skills. The introduction of standardized bio-psycho-social data collecting tools and psychiatric rating scales will provide structure for the assessment/interview process. Students will further their immersion into the development and progression of mental disorders with an overview of the classification system in the DSM 5 and introduction of medical/psychiatric disorders. The culmination of these activities is designed to foster critical thinking and help students develop a broader view of mental disorder formation. Instructor consent required. For PMHNP students only. Prerequisite: Nursing 595. 2 credits.

**761. Foundations and Psychiatric Assessment Across the Lifespan: Clinical.** This clinical course focuses on syntheses of and application of psychotherapeutic theories and concepts to develop interview and assessment skills. Instructor consent required. For PMHNP students only. Corequisite: Nursing 760. 1 credit.

**762. Neurophysiology.** The focus of this course is physiologic concepts that will be the basis to mental disorders. Concepts covered will include neuroscience, modulators, basis to human behaviors, and the genetic links to stress models. Instructor consent required.

Prerequisite: Nursing 589. 2 credits.

**763. Psychopharmacology.** The focus of this course is on additional categories of medications specific to individuals with psychiatric illness and mental disorders. This course will challenge student critical thinking and problem solving skills as they apply psychopharmacologic principles to a wide array of chronic and acute clinical conditions. Students will learn to synthesize information as it relates to psychopharmacological treatment of disease components across the life span. Instructor consent required. Prerequisite: Nursing 596 and Nursing 762. 3 credits.

**764. APN: Diagnosis and Evidence-Based Treatment of Mental Health Disorders Across the Lifespan.** This course provides the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders across the lifespan by acquiring knowledge of the diagnostic criteria of the DSM. Students will also learn the foundations and elements and strategies of the major psychotherapeutic modalities used in mental health disorders across the lifespan. Prerequisite: Nursing 761 and 762. Corequisite: Nursing 763 and 765. 2 credits.

**765. APN: Diagnosis & Evidence-Based Treatment of Mental Health Disorders Across the Lifespan: Clinical.** This clinical course builds on the neuropathophysiology and foundations courses providing the student with knowledge and skills to perform advanced clinical differential diagnoses and management of individuals with mental disorders across the lifespan using the criteria of the DSM. Students will be challenged to develop a treatment plan with interventions based on their diagnosis that include selecting a therapy mode, group process recommendations, follow up intervals, medication recommendations, and referral management in a clinical environment. Prerequisite: Nursing 761 and 762. Corequisite: Nursing 763 and 764. 2 credits.

**766. Assessment and Management of Addictive Disorders for the APRN.** This course will enhance the student's understanding of addiction disorders. By weaving elements of basic science, assessment, and diagnosis, students will learn to manage addiction disorders using integrated knowledge to propose evidenced based approaches. Special attention will focus on co-occurring disease process and disorders across the lifespan. Prerequisite: Nursing 596 and 762. 3 credits.

**767. Psychiatric Mental Health Synthesis – Acute Child-Adolescent – Clinical.** This course will provide an opportunity to apply and synthesize psychiatric principles and policies in acute and pediatric healthcare settings. Prerequisite: Nursing 765. 4 credits.

**768. Psychiatric Mental Health Synthesis – Adult/Gero Chronic – Clinical.** This course is designed to provide the student with an opportunity to apply and synthesize psychiatric principles and policies in chronic and geriatric healthcare settings. Prerequisite: Nursing 767. Corequisite: Nursing 766. 4 credits.

**769. Psychiatric – Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical I.** This course is designed to provide the student with clinical opportunity to synthesize and apply evidence based advanced practice psychiatric-mental health practice strategies across both the lifespan and continuum of care. Prerequisite: Nursing 765. 4 credits.

**770. Psychiatric – Mental Health Nurse Practitioner Synthesis Lifespan and Continuum of Care: Clinical II.** This course is designed to provide the student with clinical opportunity to further synthesize and apply evidence based advanced practice psychiatric-mental health practice strategies across both the lifespan and continuum of care. Prerequisite: Nursing 769. 4 credits.

**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.

**831. Advanced Practice Nursing: Endocrinology Specialty I (Diabetes).** 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 595 and Nursing 620. 3 credits.

**832. Advanced Practice Nursing: Endocrinology Specialty II.** This course is designed to provide the advanced practice nursing student the specialized knowledge needed to diagnose and manage common endocrine disorders. Concepts include epidemiology, pathophysiology, evaluation and management of adults and adolescents in outpatient settings. Topics will emphasize cost effective and patient-centered care. Prerequisite: Nursing 620; Prerequisite or Corequisite: Nursing 621. 2 credits.

**835. Advanced Practice Nursing: Endocrinology Synthesis.** This course provides the student with supervised experience in managing patients with diabetes and endocrine disorders in a variety of clinical settings. Students will use the knowledge and critical thinking skills learned in previous Endocrinology courses for effective patient evaluation and management. Students will navigate complex chronic disease management, emphasizing patient-centered and cost-effective care. Prerequisite: Nursing 620, Nursing 621, Nursing 831; Prerequisite or Corequisite: Nursing 832. 3 credits.

**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.

**851. Foundations and Physical Aspects of Palliative Care across the Lifespan.** The course promotes assisting patients and families with life-limiting illnesses across the lifespan to maintain the best possible quality of life through reviewing the physical aspects of palliative care (symptom) management and developing care goals for the patient nearing the end of life. The structure, process, principles and philosophy of palliative care provide the course framework. Interdisciplinary collaboration is emphasized in the delivery of care. Prerequisite: Nursing 596 or permission of instructor. 3 credits.



**852. Psychosocial Aspects of Palliative Care across the Lifespan.** This course will foster the requisite knowledge, skills, and abilities to safely and effectively navigate the overlapping domains of palliative care across the lifespan and continuum of care. Palliative care will be explored through psychological, neuropsychiatric, social, spiritual, religious, existential, cultural, ethical, legal, and interprofessional lens. Prerequisite: Nursing 596 or permission of instructor. 2 credits.

**855. Advanced Practice Nursing in Palliative Care across the Lifespan Synthesis.** This culminating course focuses on the synthesis of theory and clinical management skills to care for patients across the lifespan requiring palliative care in a variety of settings. The course will also assist students to implement the palliative care nurse practitioner role in a collaborative model of practice. Prerequisite: Nursing 852 or instructor permission. 3 credits.

**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. 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.** This is an advanced graduate-level course focused on the theory, techniques, and issues of qualitative data analysis and interpretation. The course is designed for graduate students who are taking qualitative/interpretative approaches to their research i.e. using qualitative forms of data and/or qualitative (non-numeric, interpretive) forms of analysis. This course is ideal for students in the late data gathering and analysis phase of their research, although students at the proposal writing and pre-data collection stage will also benefit. The course aims to give students knowledge and experience in applied qualitative analysis practices, but also to enhance their ability to articulate and address the core theoretical and methodological issues of qualitative inquiry. 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.
- 916. Statistical Modeling and Data Analysis.** This is a seminar course with flexible topics to meet students' needs for their data-based research. The topics will be selected, through a needs assessment of students' common interests, from a list of advanced modeling and analytical techniques that are widely used in the health and behavioral sciences, but may vary from semester to semester. Starting with forming research questions, students in this seminar class work under instructor's guidance and supervision, apply specific modeling and analytical techniques to the research questions, carry out the analysis on existing real-world empirical data, and summarize the research findings. Instructor consent required. 3 credits.
- 917. Understanding Individual Health Behavior Change.** Understanding the theories that explain and predict why and when individuals modify and maintain health behavior change is critical to advancing clinical care and public health. This course will review main theories and constructs of individual health behavior change. This will include review of evidence to support their utility to explain and predict health behavior change, how to influence and integrate theoretical constructs into intervention designs, and assessments of key constructs. Prerequisite: Nursing 909. 3 credits.
- 918. Leadership in Science: The Role of the Nurse Scientist.** In this doctoral seminar PhD students examine their future role as a steward of the discipline and leader in the field. They will explore several evidence-based leadership frameworks to assess their own strengths and areas in which they think they should develop additional skills. Students will be encouraged to think beyond their PhD program and how they will utilize leadership strategies to become powerful contributors and influencers in the field. Open only to PhD students in first year of their full-time program. 1 credit.
- 919. Using Large Secondary Datasets in Health Related Studies: Research Design, Data Mgmt. and Analyses.** This course provides students with expertise in locating, evaluating, obtaining and utilizing large secondary datasets, including electronic health data, useful for health care related studies. Confidentiality requirements, ethical issues and development of data use agreements to facilitate access while protecting privacy are reviewed. The student gains experience in hands on use of a variety of data sets to answer specific questions, to inform population health problem definition and to design research studies that incorporate strengths of chosen datasets while minimizing data limitations. Students gain beginning expertise in using a LINUX server with SAS original programming. Completion of a graduate statistics course and completion of a graduate research course. Others with strong quantitative backgrounds by permission of instructor. Laptop with access to School of Nursing network is required. Students will be required to meet with School of Nursing IT personnel to obtain assistance in accessing network through laptop prior to first day of course. 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.
- 923. Health Information Technology for Population Health Research.** This PhD elective course will provide an introduction to health information technology (HIT) for population health research at the local, national, and international levels. This course will examine contemporary HIT that has been adapted to population health research. This course will have a particular emphasis on quantitative and qualitative empirical methods using HIT. This course will also provide computer-based learning experiences of using contemporary software tools to handle data with various algorithms of machine learning. Another important feature of this course will be an intensive analysis of ethical and methodological issues in conducting population health research using HIT. Completion of 1st Year PhD Program or permission of the instructor. 3 credits.
- 924. Theories and Research in Population Health.** This course will appraise the theoretical bases and research methods used in population health research across the lifespan and its application to nursing science. The adequacy of existing knowledge in specific areas of population health will be investigated, and assumptions that underlie the knowledge will be made explicit. An evaluation of effects of knowledge on nursing practice and health policy will be performed. This course draws upon an interdisciplinary body of scientific literature to evaluate theoretical perspectives and evidence on the distribution, causes, and consequences of health issues for diverse populations, as well as inequities between and within specific populations. Completion of 1st Year PhD Program or permission of the instructor. 3 credits.
- 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.
- 936. Nurse Anesthesia Specialty Techniques and Procedures.** This course provides students with learning opportunities essential for development of the cognitive and psychomotor skills required for various nurse anesthesia specialty procedures and techniques. Specialty procedures and techniques in this course include those required for entry-level nurse anesthesia practice competency. 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. Corequisite: Nursing 970. 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. Prerequisite: Master's degree in Nursing, or 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. 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 703 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. 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 health-care innovation process. 3 credits.

**968. Comparative International Health Systems.** Explains the interconnectedness of health systems in terms of the classic Milton-Romer 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.

**969. Disparities in Health and Health Care in the United States.** This course is a graduate level introduction to health and healthcare disparities that draws upon an interdisciplinary body of scientific literature to evaluate perspectives and evidence on the distribution, causes, and consequences of inequalities in the United States. This class will focus on multiple levels of analysis from individual to provider-patient interactions to health care systems. Disparities will be discussed relative to race/ethnicity, sexual orientation, gender, and disabilities. Students should seek to critically reflect on their personal and professional roles in eliminating health and healthcare disparities. Master's degree in nursing or related field required. 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. Corequisite: Nursing 960. 1 credit.

**971. Quality Transformation in Organizational Settings.** Explores quality improvement models and tools, how to identify/prioritize quality improvement projects in organizational settings, project management and leadership, and interdisciplinary team building. Steps in the quality transformation process including setting aims and project scope, tying the QI question to data, finding existing/new data sources, forming an action plan to overcome implementation barriers, setting a timeline for implementation and establishing outcomes will be analyzed. QI outcome measurement tools such as control charts, benchmarking and scorecards will be examined, and methods of disseminating results and planning for continuous improvement will be discussed. 3 credits.

**974. DNP Scholarly Project Global Immersion.** This is a component of the multiple semester N975 DNP Scholarly Project course, for students conducting their DNP project in a global site outside of the United States. Students integrate knowledge of the country specific health care system and culture into how this affects health care delivery and quality of care, via travel to the country specific site. Students gain knowledge, skills and experience in planning, implementing and evaluating an evidence based project which addresses a practice issue affecting selected populations, organizations, health care systems or health care policy. Seminar hours with the advisory committee are integral to the course. Prerequisite: Nursing 960 and Nursing 970. Corequisite: Nursing 961. Instructor consent required. Variable credit.

**975. DNP Scholarly Project.** In this 4 semester course, students apply the knowledge and skills learned in the translation, transformation, and leadership courses. The capstone project may be a practice change, quality and safety improvement, clinical program evaluations, and evaluation of practice models. During the capstone course students refine their project idea and then plan, implement and evaluate the project. Minimum of 5 credits required over 4 semesters. Instructor consent required. Variable credit.

**976. Advanced Decision-Making in Health Care Settings.** Building on foundational principles of financial management, this course extends the student's understanding of multiples sources of data used for executive decision-making in health care. Skills related to weighing options for organizational strategy are acquired through exercises in decision making and resulting consequences. 3 credits.

**977. Planning and Evaluating Care for Populations.** This course focuses on the strategic use of population health data in planning systems of health care. Students develop an advanced understanding of population health care as applied to proposing, planning, and evaluating models of care for specialized population groups. Organizational utilization of population health data and big data are applied to methods of risk stratification and community health. 3 credits.

**978. Advanced Topics in Health Care Leadership.** Building on foundational principles of leadership, this course prepares students for the complex issues faced by contemporary corporate leaders. Concepts covered include complex health systems, strategic communication, executive presence, workforce planning, and interdisciplinary collaborations. Students will learn principles of executive leadership and problem solving adaptable to health care settings in various stages of change. 3 credits.

**985. Data Science and Informatics for Quality Improvement.** This course addresses how information systems and data structures can be leveraged to address health care questions, with emphasis on nurse-generated data and nursing-sensitive indicators. Students will select data and quality metrics to identify practice gaps and evaluate interventions to improve patient safety and quality of care. Students will query, prepare data, and use analytics techniques. Data science methods and informatics tools will be explored in the context of a quality improvement culture, with emphasis on critical thinking, data governance, sustainability, and scalability. Instructor consent required. 3 credits.

**986. Team-Based Quality Improvement Science Initiative.** This multi-semester course is designed to provide the student with experiential learning activities to develop the knowledge, skills and attributes needed to develop, lead and evaluate quality and care redesign initiatives. The emphasis is on aspects of quality improvement that include capacity and cost analysis, collaborative partnerships, and plans for sustainability. Three credits are required for successful completion of this course, and may be earned over three consecutive semesters (1 credit each semester). 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

Financing an education can be a seemingly overwhelming task. The Duke University School of Nursing participates in several financial aid programs that can help pay for education expenses via scholarships, federal loans, employment programs, and other resources. The Duke University School of Nursing Office of Financial Aid is available to assist students by guiding them through the financial aid process, including funding options, applications, and deadlines.

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.

## Academic Degree Programs

The Duke University School of Nursing Office of Financial Aid 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

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 \$60,000.
- **ABSN Merit Scholarship** provides one new ABSN student per cohort with a merit scholarship of \$40,000.

#### 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, their spouses and 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 Direct Loan Program** is the most common student loan program for funding the education of ABSN students, and provides up to \$12,500 per year 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

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.
- **MSN Merit Scholarship** provides one new MSN student per cohort with a merit scholarship of \$36,000.
- **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, their spouses and 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 <https://nursing.duke.edu/academic-programs/continuing-education-specialized-programs/military-programs>.

### Loan Programs

- **Federal Direct Loan Program** is the most common student loan program for funding the education of MSN students, and provides up to \$20,500 per year through the Department of Education to students enrolled at least half-time.
- **Federal 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 master's in nursing education students enrolled at least half-time with up to \$35,500 per year in 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

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 five semesters.

- **Doctor of Nursing Practice Merit Scholarships** provide one new post-master's DNP student per cohort with a merit scholarship of \$29,000.
- **Nurse Anesthesia Merit Scholarship** provides one new Nurse Anesthesia student per cohort with a merit scholarship of \$68,400.
- **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, their spouses and 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 <https://nursing.duke.edu/academic-programs/continuing-education-specialized-programs/military-programs>.

### Loan Programs

- **Federal Direct Loan Program** is the most common student loan program for funding the education of DNP students, and provides up to \$20,500 per year through the Department of Education to students enrolled at least half-time.
- **Federal 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 up to \$35,500 per year in 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

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 [2019-2020 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 emailing [lisa.roop-wioskowski@duke.edu](mailto:lisa.roop-wioskowski@duke.edu) or calling (919) 681-3247.

Please consult the [PhD Program in Nursing Graduate Student Handbook](#) for additional information about the funding support policy of the PhD Program, or contact the PhD Program coordinator at [revonda.huppert@duke.edu](mailto:revonda.huppert@duke.edu) or (919) 668-4797.

# Certificate Programs

## Post-Graduate Certificate Options

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 Direct 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 per year through the Department of Education to post-graduate and post-master's students enrolled at least half-time.
- **Federal 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.

## Health Informatics Certificate

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 Direct Loan Program** is the most common student loan program for funding the education of health informatics certificate students, and provides up to \$20,500 per year 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 per year in Federal Direct Unsubsidized Loan funding.
- **Federal Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a post-Master's certificate student who is enrolled at least half-time in a degree-seeking program. Post-Bachelor's certificate students are not eligible for this loan.
- **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, DNP, and Post-Graduate Certificate 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., Federal Direct Subsidized/Unsubsidized Loan, Federal Graduate PLUS 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 time frame.

The specific satisfactory academic progress (SAP) guidelines by academic program are as follows:

Program	Qualitative (GPA)	Quantitative (Pace)	Maximum Timeframe
ABSN	2.0	Completing two-thirds (67%) of attempted coursework	87 DUSON credits
MSN & Certificates	2.7		5 years
DNP	2.7		5 years (7 years post-bachelor's)

For more information, please visit the Duke University School of Nursing website.

## How to Apply for Financial Aid

Current information about financial aid options and how to apply can be accessed online through the Financial Aid pages of the Duke University School of Nursing website. Applicants can also direct specific questions to a Financial Aid Counselor by sending an email to [SON\\_FINAID@dm.duke.edu](mailto:SON_FINAID@dm.duke.edu).

**Federal Loans.** All new 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. Duke University's FAFSA school code is 002920. FAFSA applications must be renewed yearly.

**DUSON Graduate Need-based Scholarship** (available only to new MSN and DNP degree-seeking students). In addition to the FAFSA, all new MSN and DNP students interested in applying for the need-based scholarship must complete the DUSON Graduate Financial Aid Application, available in the Financial Aid pages of the Duke University School of Nursing website. Financial aid priority deadlines may be found in the Financial Aid section of the School of Nursing website.

**DUSON ABSN Need-based Scholarship.** All new ABSN students must submit a CSS Profile and required federal tax documents, in addition to the FAFSA, to be considered for need-based scholarship funding. Additional information regarding the required materials and deadlines may be found in the Financial Aid section of the School of Nursing website.

**DUSON Merit Scholarship.** All new degree-seeking students may apply for merit scholarship consideration. An essay is required and must be submitted by the deadline listed on the Financial Aid website.

For other scholarships and traineeships, additional application and supplemental materials such as an essay may be required. Please consult the financial aid information of the DUSON 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. 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](mailto: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](#).

## Nondegree Students

Nondegree students are not eligible for financial aid.

## International Students

International 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.
- **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 and merit 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. Instead, if students are awarded a need-based or merit scholarship through the application process listed above, the scholarship will be funded from among the scholarships listed below.

**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 Louise and Ernie Borden Scholarship** fund was established in 2017 by Louise and Ernie Borden to support undergraduate students enrolled in 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 Willard C. and Maureen Anne Budzinski School of Nursing Scholarship Fund** was established in 2016 to support undergraduate students enrolled in 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 Duke University School of Nursing Scholarship** was established in 2012 by an anonymous donor to provide scholarship support within the School of Nursing.

**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. A second endowment was established in 2017 to support undergraduate students enrolled in the School of Nursing.

**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.

**Bonnie Jones Friedman PhD Endowment** was established in 2000 in the honor of School of Nursing faculty member Bonnie Jones Friedman, PhD, by her friends, family and colleagues.

**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 Cynthia Tuckerman Gay and Marion Casey Donahue Scholarship** fund was established in 2017 by John Gay, Jr., and Marion Donahue Gay to support scholarships for undergraduate students enrolled in the School of Nursing.

**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 and Virginia Guilfoile Family Scholarship** fund was established in 2008 and amended and restated in 2017 by Virginia Reeve Guilfoile, Russell Reeve Guilfoile, and Carlisle Susan Guilfoile to support scholarships for students enrolled in School of Nursing.

**William Randolph Hearst Nursing Scholarship.** The annual income from this scholarship provides scholarships for students enrolled in the Accelerated Bachelor of Science in Nursing Program or in the Family Nurse Practitioner major or oncology specialty within the Master of Science in Nursing Program.

**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.

**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 Joan Barcy Locke Scholarship Fund** was established in 2017 to support undergraduate students enrolled in the School of Nursing.

**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 Susan B. Meister Fund** was established in 2005 by Susan B. Meister and Paul M. Mesiter to provide support for the Duke University School of Nursing. Currently, this fund is being used to provide scholarships to School of Nursing students.

**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 Bobbie Ruth Scholarship Fund** was established in 2017 to support undergraduate students enrolled at the School of Nursing.

**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 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 Dr. Betty Futrell Shepherd Scholarship** was established in 2015 to support scholarships for students enrolled in the School of Nursing.

**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 health care 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 Kenneth D. Weeks Sr, Mildred Holley Weeks, and Dorothy Wilkinson Fund** was established in 2004 by Kenneth D. Weeks Jr. to support scholarships for students enrolled in Duke University School of Nursing.

**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 on 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 [2019-2020 Bulletin of the Duke University Graduate School](#).

### ABSN, MSN, and DNP Students

#### Tuition Costs

For all ABSN students, tuition is charged on a per semester basis. ABSN tuition is \$22,369 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 2019-2020, the rate is \$1,838 per credit hour for all graduate-level courses.

### 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 [2019-2020 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](mailto:revonda.huppert@duke.edu) or (919) 668-4797.

### 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 (\$1,838 as of Fall 2019).

## Fees

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

### Academic Program 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 595 (Diagnostic Reasoning and Physical Assessment Refresher) 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).

**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 four 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 (\$3,000); International Fee for International Cultural Immersion Program Travel to Asian Countries (\$4,000); International Fee for International Cultural Immersion Program Travel to African Countries (\$4,750); or International Fee for International Cultural Immersion Program Travel to South America Countries (\$4,250).

**Clinical Lab Fees.** In a few courses with an extensive clinical laboratory component, an additional lab fee (\$45-\$125) may be assessed.

**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.

**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.

For additional information about these fees, consult the Duke University School of Nursing website.

## 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 [2019-2020 Bulletin of the Duke University Graduate School](#), or contact the PhD Program coordinator at [revonda.huppert@duke.edu](mailto: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 \$417 for each of for the fall and spring semesters, and \$294 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 [2019-2020 Bulletin of the Duke University Graduate School](#).

**Post-Graduate 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 \$417 for each of for the fall and spring semesters, and \$294 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 \$18.25 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 \$158 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 begin	100% (including fees)
withdrawal during the first or second week of classes	80%*
withdrawal during the third, fourth, or fifth week of classes	60%*
withdrawal during the sixth week of classes	20%*
withdrawal after the sixth week	No refund

\*Fees, including the student health fee, are not refunded after the start of the term.

- 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 on the Duke University School of Nursing website.



Duke University



# 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. DUU privileges include free admission to Special Events, Major Speakers and 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 Student Ambassador program is a leadership opportunity for students who are dedicated to serving and representing the School of Nursing. Student Ambassadors provide campus tours, peer guidance and mentoring to prospective students, serve as orientation leaders and perform duties at various campus events. Student Ambassadors demonstrate a high level of School pride and exceptional service at all times. Students who are interested in participating are encouraged to contact Student Services at [SONStudentServices@dm.duke.edu](mailto:SONStudentServices@dm.duke.edu) or 919-684-4248.

## 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.

## Active Minds: Nurses for Mental Health Awareness

Active Minds is an organization leading change within the world at large, and now within the medical world, by pushing forward a movement that reaches more than 400 schools serving more than 5.1 million students in 50 states and 17 countries with suicide prevention training and mental health education.

## 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.

## Nature vs. Nurses

The mission of Nature vs. Nurses is to promote self-care and environmental awareness within the DUSON community by participating in organized outdoor activities, fostering a sense of connection to the surrounding community.

## Neonatal and Pediatric Students

The Neonatal and Pediatric Students are a group of ABSN students interested in pursuing and learning about the nursing field of pediatrics. We provide educational sessions, community outreach, and cross-cohort support to students wanting to precept and/or work as a nurse in pediatrics.

## 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 organization for nursing students at all levels. We intend to meet regularly for Bible study, fellowship, and prayer, as well as hold monthly events, such as service oriented activities in the community, on-campus guest speakers, social gatherings, church events, etc. Our general aim is to create a Christian community of nurses, develop ongoing friendships, and to share ideas about how our Christian values impact our role as developing nurses.

## Women's Health Organization

A specialty-nursing club for professional nursing students committed to advancing their knowledge of women's health, believing that preventative and educational care is essential to lifelong health and that all women deserve excellent care.

## 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 US 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.



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