

Bulletin of
Duke University



School of Nursing
2013-2014

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Duke University School of Nursing

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August 2013

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Academic Calendar 2013-14

Fall 2013

August 20	Tuesday. New student orientation (ABSN orientation continues through Thursday, August 22)
August 21	Wednesday. 11 a.m. Convocation for new undergraduate students; 4 p.m. Convocation for graduate and professional school students
August 26	Monday. Fall 2013 classes begin. Drop/add continues.
September 2	Monday. Labor Day. Classes in session
September 6	Friday. 5 p.m. Drop/add ends
October 4	Friday. 5:30 p.m. Founder's Day Convocation
October 6	Sunday. Founders' Day
October 11	Friday. 7 p.m. Fall break begins
October 16	Wednesday. Classes resume
November 6	Wednesday. Registration begins for Spring 2014
November 20	Wednesday. Registration ends for Spring 2014
November 21	Thursday. Drop/add begins for Spring 2014
November 26	Tuesday. 10:30 p.m. Thanksgiving recess begins
November 26	Tuesday. Graduate classes end
December 2	Monday. Undergraduate classes resume
December 6	Friday. Undergraduate classes end
December 10	Tuesday. Final examinations begin
December 14	Saturday. 11 a.m. Graduation Recognition Ceremony
December 15	Sunday. 10 p.m. Final examinations end

Spring 2014

January 6	Monday. Orientation for all new DUSON students
January 7	Tuesday. ABSN orientation continues
January 8	Wednesday. ABSN orientation continues through noon
January 8	Wednesday. Spring 2014 classes begin. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday. Drop/add continues.
January 9	Thursday. Regular class meeting schedule begins
January 20	Monday. Martin Luther King, Jr. Day holiday
January 22	Wednesday. 5 p.m. Drop/add ends for Spring 2014
February 17	Monday. Registration begins for Summer 2014
March 7	Friday. 7 p.m. Spring recess begins
March 17	Monday. Classes resume
April 2	Wednesday. Registration begins for Fall 2014; Summer 2014 registration continues
April 11	Friday. Registration ends for Fall 2014; Summer 2014 registration continues
April 12	Saturday. Drop/add begins for Fall 2014
April 16	Wednesday. Graduate classes end
April 23	Wednesday. Undergraduate classes end
April 28	Monday. Final examinations begin
May 3	Saturday. 10 p.m. Final examinations end
May 9	Friday. Commencement begins
May 11	Sunday. Graduation exercises; conferring of degrees; School of Nursing Hooding and Recognition Ceremony

Summer 2014

May 14	Wednesday. Summer 2014 School of Nursing classes begin. The Monday class schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 15. Drop/add continues.
May 15	Thursday. Regular class meeting schedule begins
May 26	Monday. Memorial Day holiday. No classes are held
May 28	Wednesday. Drop/Add ends for Summer 2014
July 1	Tuesday. 11 p.m. ABSN students only: ABSN summer recess begins
July 4	Friday. Independence Day holiday observed. No classes are held.
July 7	Monday. 7 a.m. ABSN students only: ABSN summer recess ends and ABSN classes resume.
August 7	Thursday. Summer classes end
August 8	Friday. Final examinations begin
August 10	Sunday. Final examinations end

Refer to the School of Nursing website for up-to-date calendar information.

Administration

General University Administration

Richard H. Brodhead, PhD, President
Victor J. Dzau, MD, Chancellor for Health Affairs; and President and Chief Executive Officer, Duke University Health System, Inc. Peter Lange, PhD, Provost
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Tracy Futhey, MS, Vice President, Information Technology and Chief Information Officer
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Health System and Medical Center Administration

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Kenneth C. Morris, MPA, Senior Vice President, Chief Financial Officer, and Treasurer, Duke University Health System
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Robert M. Califf, MD, Vice Chancellor of Clinical and Translational Research, Duke University
 Patrick J. Casey, PhD, Senior Vice Dean of Research, Duke-NUS Graduate Medical School
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General Information

Duke University

In 1839, a group of citizens from Randolph and adjacent counties in North Carolina assembled in a log schoolhouse to organize support for a local academy founded a few months earlier by Brantley York. Prompted, they said, by “no small share of philanthropy and patriotism,” they espoused their belief that “ignorance and error are the banes not only of religious but also civil society which rear up an almost impregnable wall between man and happiness.” The Union Institute, which they then founded, was reorganized in 1851 as Normal College to train teachers and eight years later as Trinity College, a liberal arts college. Trinity College later moved to Durham and, with the establishment of the James B. Duke Indenture of Trust in 1924, became Duke University. An original statement of the Board of Trustees of Trinity College concerning the establishment of Duke University provided clear direction about the size and purpose of the university. This statement was as follows: “This University in all its departments will be concerned about excellence rather than size; it will aim at quality rather than numbers—quality of those who teach and quality of those who learn.” This belief continues to guide admission decisions for students and employment practices for faculty.

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

Duke University Medical Center/Duke University Health System

In 1930, the bequest of James Buchanan Duke provided for the opening of the School of Medicine and the School of Nursing. One of the primary motivations in establishing the endowment was the improvement of health care in the Carolinas and across the country. At a time when medicine in the Carolinas was still a cottage industry, Duke dared to dream of creating what he hoped would become one of the leading medical institutions in the nation. By the time the new medical school and hospital opened in 1930 and the first nursing students were admitted in 1931, this dream was already well on its way to becoming reality. Recognizing its responsibility for providing quality care to the people of the Carolinas, Duke opened the first major outpatient clinics in the region in 1930. The Private Diagnostic Clinic not only provided coordinated medical and surgical care to private patients with moderate incomes but also allowed members of the medical faculty to contribute a portion of their earnings toward the continued excellence of medicine at Duke. Representing the continuing fulfillment of the dream of James Buchanan Duke, Duke University Medical Center has grown and expanded over the years. In keeping with its heritage, it seeks to provide socially relevant education, research, and patient care, and is expressly committed to the search for solutions to regional and national health care problems.

Duke University School of Nursing

In support of James Duke's original vision, the Duke University School of Nursing has maintained a commitment to achieving excellence. Since the first nursing students were admitted to a three-year diploma program in 1931, the school has remained on the forefront of nursing education, practice, and research. Historically, the school has been a health care leader, first awarding baccalaureate degrees in 1938, establishing the bachelor of science in nursing degree in 1953, and initiating one of the first nursing graduate programs in 1958. Today, while offering the accelerated bachelor of science in nursing degree, the master of science in nursing degree, the post-master's certificate, and two doctoral programs (the Doctor of Nursing Practice (DNP) Program and the PhD Program in Nursing), the School of Nursing remains a national leader in nursing education. Duke University School of Nursing (DUSON) ranks seventh in the 2012 *US News and World Report* rankings of graduate schools of nursing in the United States. The Master of Science in Nursing Program is also highly rated in the US News and World Report rankings for pediatric nursing (ranked fifth nationally), adult nurse practitioner and gerontological nursing (each ranked tenth), and nurse anesthesia (CRNA), which is ranked eleventh. Over 800 students are now enrolled across DUSON's innovative degree (ABS, MSN, DNP, PhD) and certificate programs. Many programs are now available online and are meeting the needs of students in remote geographic locations in the United States and in sites around the world.

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

School of Nursing Facilities

The Christine Siegler Pearson Building

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

- The Peter and Ginny Nicholas Auditorium and Learning Center, a 150-seat auditorium with full multimedia capability and an audience response system;
- A ninety-six-seat case study classroom;
- The 3,000-square-foot Center for Nursing Discovery, which includes state-of-the-art laboratories for clinical training;
- The Emmy Lou Tompkins Admissions and Student Services Suite;
- A work suite for PhD students; and
- An atrium which seats sixty-five, used for special events, informal gatherings, dining, and studying, with glass walls framed by soaring wooden arches which look out on a landscaped outdoor courtyard paved in Pennsylvania blue stone. The Champagne Courtyard (named in honor of former Dean Mary T. Champagne, PhD, RN, FAAN) is a favored gathering places for both students and faculty.

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

Ground was broken in October 2012 on the \$20.3 million four-story, 45,000 square-foot addition to the existing Pearson Building. The addition will include two classrooms, additional nursing skills and simulation labs, dedicated study spaces and reading rooms for students, additional offices, an audio and video recording studio, expanded space for financial aid services, and an enhanced IT help desk. The addition is expected to be completed in February 2014.

The Elizabeth C. Clipp Research Building

The 9,000-square-foot Elizabeth C. Clipp Research Building houses faculty offices, conference rooms, a small auditorium, and a patient physical assessment laboratory with eight exam table assessment bays. From 1972 until 2006 this building served as the school's main facility.

Educational Resources

Office of Admissions and Student Services

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

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

Center for Nursing Discovery

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

Key components of the Center for Nursing Discovery include:

- The **Helene Fuld Health Trust Lab for Clinical Training** is a 1,500-square-foot space with nine beds, including a high-fidelity simulator with video capture capability, a high-fidelity obstetric simulation

mannequin and a dedicated medication administration area. In addition, this training lab houses both low and high-fidelity mannequins and a simulation observation room.

- The **Ruby L. Wilson Patient Assessment Lab** is a state-of-the-art twelve-bed physical examination facility. The 1,500-square-foot space is set up with individual bays of exam tables and headwalls to simulate what a student may typically find in a physician's office, a clinic, or an urgent care facility. The space is outfitted with audio, projector, x-ray display box, and microscopes.
- The **CND Operating Room Lab** is another state-of-the-art facility designed to educate nurse anesthetists. This space is outfitted with an anesthesia gas machine, a fiberoptic laryngoscopy simulator, and the latest in technology/recording equipment to support monitoring of simulated vital signs of a high-fidelity mannequin. This space allows for video capture of students as they practice, rehearse and test. The space has been up-fitted with medical grade oxygen and medical gases that include compressed air and vacuum air. This lab will be expanded to include two simulation suites.

The **Elizabeth C. Clipp Lab** is an additional space in the Clipp Building utilized by the various nursing

- programs. This space includes eight physical assessment beds with functioning head walls; two exam bed stations have full recording capability. An adjacent space is outfitted with audio-visual equipment and can accommodate up to sixteen students for meeting with their instructor for debriefing sessions following instruction and/or simulations.

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

The addition to the Pearson Building scheduled to open in Spring 2014 will include an additional CND facility designed to meet the needs of twenty-first century students in a learner-centered environment.

Clinical Placement Services

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

Office of Research Affairs

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

ORA provides research and mentoring support to faculty, post-doctoral fellows, and doctoral students. ORA also supports practicing nurses in the Duke University Health System by facilitating scientific inquiry and the diffusion of innovation into practice settings. Under the direction of the associate dean for research affairs, ORA faculty and staff assist with proposal writing through editorial review, analysis of statistical data, budget development, formatting, and communication with Institutional Review Boards (IRB), the Institutional Animal Care and Use Committee (IACUC), the Institutional Office of Research Administration, and the Institutional Office of Sponsored

Programs. The ORA also specializes in the area of research costing compliance. Through individual and group consultations, ORA staff help nurse investigators review, refine, and submit applications for external funding. For selected projects, the ORA provides assistance with implementation of research protocols, including statistical analyses. In addition, the Office of Research Affairs coordinates School of Nursing representation on two of the eight Duke University Medical Center Institutional Review Boards and serves as the school's Clinical Research Unit (the Duke Medical Center's program regulating clinical research).

The Office of Global and Community Health Initiatives

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

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

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

Undergraduate Student Cultural Immersion Clinically Focused Experiences. OGACHI facilitates [cultural immersion clinically based experiences for ABSN students](#) in developing countries. Students have an option of satisfying the clinical requirements of the community health course sequence locally or in an international site. Program locations and details may vary from year to year, but typically these two-week trips are scheduled between the end of the summer session and the beginning of the fall semester. The cost of international clinical experiences is the responsibility of the student. International community health experiences available to ABSN students in 2013-2014 include:

- **Exploring Medicine in Honduras.** Location: Honduras, rural mountain communities near town of La Esperanza. Duration: Two weeks (March/April). Offered annually through Duke University School of Medicine as INTERDIS-423C, with completion of INTERDIS-422C (Exploring Medicine: Cross-Cultural Challenges to Medicine in the 21st Century) as a prerequisite. Arranged in collaboration with Heifer International. Description: Nursing and medical students and faculty work together in a medical outreach team to provide outpatient medical care and health education to indigenous people in isolated mountain communities.
- **Barbados Polyclinics.** Location: Barbados. Duration: Two weeks (August). Arranged in collaboration with Barbados Ministry of Health and Barbados Community College. Description: The eight Barbados polyclinics, operated by the Ministry of Health, are multiservice outpatient facilities which provide public health and primary care clinic services (including antenatal/postnatal, pediatric, mental health, chronic disease management, dental and environmental health services, and home visits). Students are assigned to a clinic and provide hands-on care under the supervision of its staff, and also conduct community assessments, home visits, and environmental inspections.
- **Nicaragua.** Location: Managua, Nicaragua. Duration: Two weeks (August). Arranged in collaboration with Universidad Politécnica de Nicaragua (UPOLI). Prerequisite: conversational Spanish. Description: Each Duke

student is paired with a UPOLI nursing student for clinical rotations (which include primary care/public health at public health centers, conducting community and environmental health assessments, participating in a health fair, conducting home health visits focused on health promotion/disease prevention), and an inter-institutional student seminar.

- **St. Vincent and the Grenadines.** Location: The Caribbean islands of St. Vincent and the Grenadines. Duration: Two weeks (August). Arranged in conjunction with St. Vincent and the Grenadines Community College and the Ministry of Health (MOH). Description: DUSON students are attached in pairs to three of the eight MOH health centers reflecting urban, rural, and suburban districts. Students rotate through primary care/public health care clinics, visit neighborhoods conducting community and environmental assessments, participate in home visits and environmental health inspections, and discover the relationships among public health, health policy, and civic engagement.
- **Public and Community Health in China.** Location: Wuhan, China, the capital of Hubei province, is the most populous city in central China. Duration: Two weeks (August). Arranged in conjunction with Wuhan University. Description: ABSN students will immerse into a public/community health experience that will feature learning about the health and public health systems of China, including Chinese medicine; rotate through community health clinics in urban and rural areas allowing for understanding similarities and differences in the settings, the people, and health requirements; visit other public health agencies to understand how core public health principles are addressed. Attention to cultural sites and understanding cultural practices will also be provided.
- **Tanzania.** Location: Ntagacha, Tarime District, Tanzania. Duration: Two weeks (August). Arranged in collaboration with [Teamwork City of Hope \(TCOH\)](#), a children's home on a self-sustaining campus in a rural setting dedicated to addressing the orphan crisis and the issue of chronic poverty by meeting basic needs, providing education and health care, and leadership development within a nurturing family-oriented environment. ABSN students in this remote rural location will implement community health principles and practices, including health promotion and disease prevention interventions for the children, TCOH complex, and the surrounding community. Students live in the mission's house on the campus during the two-week experience.
- **Tanzania.** Location: Kilimanjaro Region, Tanzania. Duration: Two weeks (August). Arranged in collaboration with Kilema Catholic Hospital, a rural district hospital in the Kilimanjaro region about forty-five miles from Moshi, Tanzania. Offers a community/public health experience with opportunities to rotate through outpatient clinics such as reproductive health, pediatric immunizations, HIV/AIDS with home visits, adolescent health, other infectious diseases, and experiences in small satellite clinics at the village level. Students will also participate in a community health assessment, visits to villages, and explore the culture. Students will experience core public/community health opportunities, including hands-on care, and health promotion teaching. Student housing is on the hospital campus.

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

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

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

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

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

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

Center of Excellence in Geriatric Nursing Education

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

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

Center for Instructional Technology and Distance Learning (CITDL)

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

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

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

Duke Center for Instructional Technology (CIT)

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

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

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

Interdisciplinary Education Collaboration within Duke Medicine

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

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

- **Interdisciplinary Patient Safety Training.** Using the [TeamSTEPPS™ \(Team Strategies and Tools to Enhance Performance and Patient Safety\) curriculum](#) developed by the Defense Department and the Agency for Healthcare Research and Quality, the Interprofessional Patient Safety Training team of the Duke University Schools of Nursing and Medicine provides annual interdisciplinary training in teamwork and patient safety to nursing and medical students.
- **Other Interdisciplinary Opportunities.** Additional opportunities for interdisciplinary learning often relate to disaster preparedness, global health and cultural diversity, and other contemporary topics.

Duke Translational Medicine Institute

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

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

- **Duke Clinical Research Institute (DCRI)**, the world's largest academic clinical research organization, is known for conducting ground-breaking multinational clinical trials, managing major national patient registries, and performing landmark outcomes research. With more than 1,200 employees (including over 240 faculty) DCRI offers full clinical trial services as well as substantial resources dedicated to outcomes research and assessments, clinical database design and management, and medical education. DCRI has conducted scientific studies at more than 37,000 sites in sixty-five countries.
- **Duke Clinical Research Unit (DCRU)** is a state-of-the-art research facility located within the Duke University Medical Center campus that provides infrastructure support to investigators who are testing new drug candidates and other cutting-edge therapies and seeking to identify and validate novel biomarkers. DCRU represents a unique model for conducting early-phase clinical research that accelerates the translation of new laboratory discoveries into treatment for patients.
- **Duke Translational Research Institute (DTRI)** provides guidance, critical resources, and infrastructure for academic researchers, to expedite the process of moving new scientific discoveries through early phases of development into technologies directly applicable to human health. Its mission is to rapidly and effectively invent, develop, and test new drugs, diagnostics, and devices for human use.
- **Duke Center for Community Research (DCCR)** works with communities to better understand their concerns, and to find ways to move proven technologies and therapies more quickly out into community practice so that they improve health, especially of under-represented minorities. The DCCR focuses on ways to help community groups find solutions to their health concerns. It leverages the talent of the Duke academic research community to collaboratively create a training, research, and liaison system that will effectively and systematically involve communities in clinical and translational research training, priority setting, participation, and follow-up. Building upon existing programs that have established a symbiotic Duke-community research relationship, the DCCR works to build capacity with the community to frame and undertake research, while at the same time building capacity within Duke to work cooperatively in effective, community-centered projects. This paradigm is based on the shared goal of improving the health of the community.
- **Duke Center for Health Informatics (DCHI)** provides a campus focus and academic home for health informatics at Duke. DCHI, a collaboration among the Duke University schools of medicine and nursing and The Fuqua School of Business, the center has developed a groundbreaking curriculum that focuses on aggregation, analysis, and use of health data to improve human health, both locally and globally. DCHI oversees an innovative interdisciplinary approach to education and research to produce a new generation of physicians, nurses, and health care administrators with expertise in the use of informatics to improve human health.

Duke Translational Nursing Institute (DTNI)

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

Health System. DTNI creates partnerships between DUSON faculty and Duke University Health System clinical personnel, recognizing and using their respective areas of expertise (e.g. clinical knowledge, design/methodology, implementation, evaluation) in activities that support the DTNI aims. These partners are identified as DTNI Affiliates. The DTNI staff and Affiliates facilitate the movement of clinically relevant discoveries into nursing practice improvements.

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

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

- supporting the generation of knowledge at the point of care delivery for the improvement of patient care;
- evaluating innovative models of care delivery for their safety, cost, and quality; and
- advancing the use of implementation science to improve our understanding of the adoption of changes in clinical care delivery.

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

Interdisciplinary Research Centers at Duke

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

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

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

Interinstitutional Registration Agreement

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

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

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

Libraries

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

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

The Duke University Medical Center Library (DUMCL)

Located adjacent to Duke Hospital in the Seeley G. Mudd Building, DUMCL supports patient care, teaching, and research activities of the Duke University Medical Center by providing its users with consistent and efficient access to timely, relevant biomedical information. The DUMCL collection includes about 186,000 volumes and over 600 audiovisual/multimedia items. Users have access to more than 5,900 biomedical serial titles, including more than 500 full-text online nursing journals.

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

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

Clinical Facilities

Duke University School of Nursing provides unparalleled opportunities for clinical training through collaborations with an array of outstanding primary, secondary, tertiary, and quaternary patient facilities. Clinical education is provided to students through partnerships with preceptors at practice sites that include hospitals, health centers,

clinics, and primary care providers in both urban and rural settings. The School of Nursing has developed linkages with a wide variety of organizations, including long-term care facilities, rehabilitation units, substance abuse inpatient and outpatient facilities, multicultural community health centers, and a broad range of community agencies. School of Nursing students have opportunities to work with diverse clients at practice sites such as clinics for Latino immigrants, migrant workers, and patients with HIV, cooperatives providing care for homeless families, occupational health facilities, home health agencies, hospices, and camps for special-needs and chronically ill children.

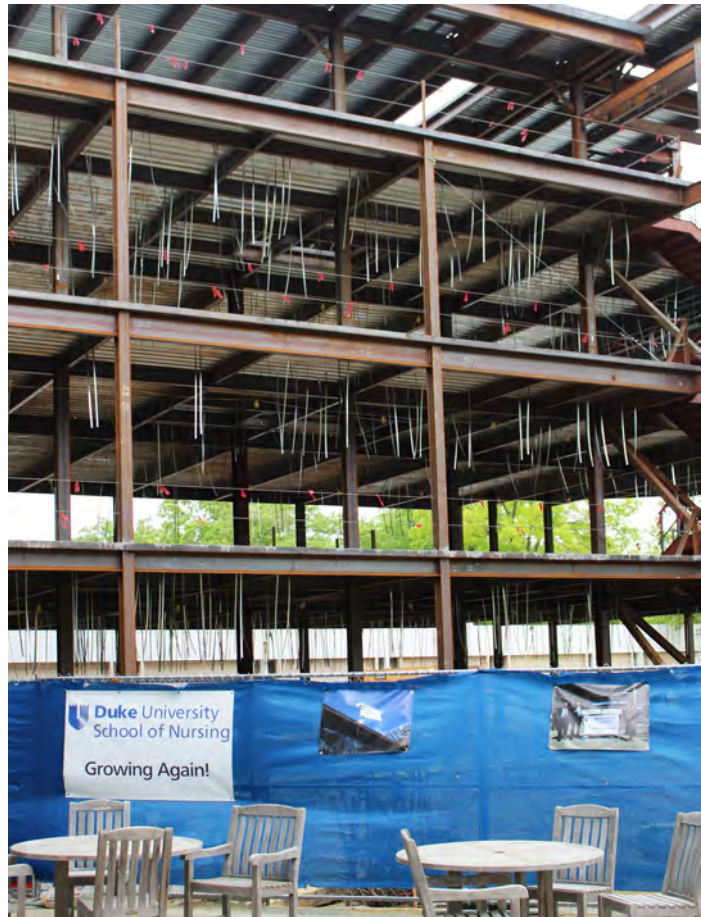
Duke University Health System Hospitals

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

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

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

Duke University Hospital. [Duke University Hospital](#) is a full-service tertiary and quaternary care hospital licensed for 924 acute care beds and eighteen psychiatry beds. With hundreds of board-certified specialists and subspecialists, Duke University Hospital provides comprehensive expertise and health care of the highest quality to a highly diverse patient population that includes not only Durham residents but also patients from throughout North Carolina and adjacent states. Duke University Hospital achieved redesignation as a Magnet® Hospital from the ANCC in 2011, signifying continuing success in implementing national Magnet standards for nursing excellence. In addition to regular and intensive care inpatient units, the hospital houses a regional emergency/trauma center, a major surgery suite with four dedicated open-heart operating rooms, the Duke Surgical Endosurgery Center, an



ambulatory surgery center, and extensive diagnostic radiology facilities. Within Duke University Hospital, the 178-bed [Duke Children's Hospital and Health Center](#) provides comprehensive health care for children, with inpatient pediatric beds, neonatal intensive care and pediatric intensive care units, and the outpatient pediatric specialty services of the McGovern-Davison Children's Health Center. The Duke Emergency Department includes adult and pediatric triage intake rooms, an 18-bed full-service Pediatric Emergency Department with two critical care rooms and isolation rooms, three Adult Care areas to provide care and services for up to twelve patients with general care, critical care or isolation needs, and a forensic patient care facility. A recently completed eight-story, 77,684-square-foot hospital addition has expanded the post-anesthesia care units and added eleven operating rooms. The [Duke Cancer Center](#), which opened in February 2012, houses almost all cancer care services in a 267,000-square-foot state-of-the-art patient care facility. The 608,000-square-foot Duke Medicine Pavilion (which added eighteen new operating rooms, 160 critical care rooms, and an imaging suite), opened in July 2013.

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

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

Other Clinical Partnerships Within Duke Medicine

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

Duke Clinic. Just south of the Nursing School Building is the [Duke Clinic](#), which houses outpatient clinics providing state-of-the-art care in a wide variety of specialties. Clinics include Duke Adult Comprehensive Sickle Cell Center; Duke Allergy; Duke ALS Clinic; Duke Behavioral Medicine; Duke Bone and Metabolic Disease; Duke Cardiology Consult Clinic; Duke Cardiothoracic Surgery; Duke Colon and Rectal Surgery; Duke Dermatologic Laser Center; Duke Dermatology; Duke Diagnostic/Computed Tomography; Duke Endocrinology; Duke Gastroenterology; Duke General and Thoracic Surgery, Transplant; Duke Hematology; Duke Hyperbaric Medicine Clinic; Duke Lupus Clinic; Duke Mammography; Duke MDA Clinic; Duke Neurosciences/Spine; Duke Ob/Gyn; Duke Oncology-Medical; Duke Oncology-Surgical; Duke Oral Surgery; Duke Orthopaedics; Duke Otolaryngology, Head and Neck, ENT; Duke Prostate Clinic; Duke Pulmonary Medicine; Duke Renal Medicine; Duke Rheumatology; Duke Speech Pathology and Audiology; Duke University AIDS Research and Treatment Center; Duke Urology; Duke Vascular Surgery; Duke Wound Management Clinic; Geriatric Evaluation and Treatment Clinic; Morris Cancer Clinic; Preoperative Screening Clinic; Williams Inpatient Psychiatric Unit. Partnerships between many of these clinics and the School of Nursing provide invaluable opportunities for training in specialty nursing to students at all levels.

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

- **Duke Home Infusion.** [Duke Home Infusion](#) provides home-based IV therapy and nutrition, pain management, and related services to patients throughout a three-state area (North Carolina, South Carolina, and Virginia).

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

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

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

Clinical Partnerships With Other Hospitals and Health Centers

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

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

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

Duke LifePoint Healthcare. [Duke LifePoint Healthcare](#) (DLP) is a joint venture of Duke University Health System and LifePoint Hospitals established in 2011 to stabilize, strengthen and improve health care delivery throughout North Carolina and the surrounding area by creating flexible affiliation options for community hospitals in the region, particularly in rural and medically underserved areas. Several DLP hospitals have clinical relationships with the School of Nursing, including Maria Parham Medical Center (108-bed rural regional hospital in Henderson, North Carolina); Person Memorial Hospital (110-bed community hospital in Roxboro, North Carolina); and Danville Medical Center (390-bed regional medical center in Danville, Virginia).

WakeMed Health and Hospitals Raleigh. WakeMed Health and Hospitals is a private and not-for profit health care system with 870 beds. The 618-bed general medical and surgical hospital on WakeMed Raleigh Campus

provides a full range of inpatient and outpatient services, including a Level I trauma center, primary stroke center and a neuro intensive care unit. WakeMed Heart Center has the highest volume heart center of all North Carolina hospitals providing cardiac care. WakeMed Children's is a full-service pediatric medical and surgical facility with a Level IV neonatal intensive care unit and a free-standing pediatric emergency unit.

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

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

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



School of Nursing Program

Mission

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

Goals of the Duke University School of Nursing

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

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

Philosophy

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

Human Beings

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

Society/Environment

As sociocultural beings, humans are affected by and, in turn, influence the environments in which they exist, environments that are both internal (i.e., physiological, psychological, ethical) and external (i.e., cultural, political, social, economic, professional, global). Such environments influence the health of individuals and groups, and also influence health care delivery systems, access to care, and health disparities. We believe that society has a

responsibility for providing environments that are conducive to maximizing the potential of its individual members and of society as a whole, for eliminating long-term inequities that contribute to health disparities, and for creating systems and roles that protect its members.

Health

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

Health Care Delivery

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

Nursing

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

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

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

Teaching/Learning

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

The Duke University School of Nursing promotes an intellectual environment that is built on a commitment to free and open inquiry and is a center of excellence for the promotion of scholarship and advancement of nursing science, practice and education. We affirm that it is the responsibility of faculty to create and nurture academic initiatives that strengthen our engagement of real world issues by anticipating new models of knowledge formation and applying knowledge to societal issues. This, we believe, equips students with the necessary cognitive skills,

clinical reasoning, clinical imagination, professional identity, and commitment to the values of the profession that are necessary to function as effective and ethical nurse leaders in situations that are underdetermined, contingent, and changing over time.

Statement of Diversity and Inclusion

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

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

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

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



Programs

Academic Degree Programs

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

- The [Accelerated Bachelor of Science in Nursing \(ABSN\) Program](#) is an intensive, full-time, campus-based sixteen-month program designed for adult learners who have completed an undergraduate degree and the required prerequisites.
- The [Master of Science in Nursing \(MSN\) Program](#) provides education for nursing in advanced practice majors, and includes a comprehensive selection of clinical and nonclinical majors. In most majors, students have the option to complete this program either as full-time or part-time students.
- The [Doctor of Nursing Practice \(DNP\) Program](#) curriculum has four main foci: translation of evidence to practice, transformation of health care, leadership, and specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The Duke DNP Program has two primary points of entry: post-master's and post-baccalaureate.
- The [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 two postdoctoral associates each year in developing rigorous theoretical and methodological approaches for studying the separate and combined trajectories of chronic illnesses and care systems.

Specialized Programs

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

- Graduate education leading to the [post-master's certificate](#) is available in selected nursing majors.
- The [graduate certificate in health informatics](#) is offered in cooperation with the Duke Center for Health Informatics for health care professionals with a bachelor's or graduate degree who seek knowledge of health informatics principles, methods, and applications.
- Nurse practitioners with an MSN or higher degree and nurse practitioner students from other schools can earn a certificate in the [orthopedic nurse practitioner specialty concentration](#).
- The Duke University School of Nursing [population care coordinator certificate program](#) is a fourteen-week certificate program developed in collaboration with partner health care organizations to prepare their nursing staff for the role of population care coordinator.

Program Descriptions: Academic 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 sixteen-month program designed for individuals who have completed an undergraduate degree in a non-nursing field. The curriculum includes fifty-eight total credit hours with fifteen graduate credits included in the curriculum. This program incorporates all of the components of a traditional bachelor of science in nursing program with an additional focus on twenty-first century health care needs and environment, including contemporary topics related to technological advances, changes in population demographics, current sociopolitical influences, and evolving health care needs. These topics include health care disparities, multicultural care, health care quality and safety, genetics/genomics, elder care, palliative care, and care at the end of life. Threads throughout the program also include health promotion, diversity, cultural competence, critical thinking, evidence-based practice, leadership, and technology.

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

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

Additional information about the ABSN Program is available online in the [Accelerated BSN Program section](#) of the Duke University School of Nursing website and in the *Accelerated Bachelor of Science in Nursing Student Handbook for 2013-2014*.

Master of Science in Nursing (MSN) Program

The Duke University School of Nursing offers a flexible, thirty-six- to sixty-credit [Master of Science in Nursing Program](#) leading to the MSN degree. Students pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. Students have the option to pursue full-time or part-time study for most specialties. Some specialty courses within the MSN Program are typically taught using distance-based methods. All MSN core courses are offered online at least one semester per year.

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

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

MSN Majors

Advanced Practice Registered Nurse Majors. Duke University School of Nursing offers the MSN degree in a wide range of [advanced practice registered nurse \(APRN\) majors](#):

- Adult-gerontology nurse practitioner - acute care
- Adult-gerontology nurse practitioner - primary care
- Family nurse practitioner
- Acute care pediatric nurse practitioner
- Primary care pediatric nurse practitioner
- Neonatal nurse practitioner

Specialty Concentrations for APRN Majors. The following specialty concentrations are currently available for students with certain APRN majors: cardiology, frail elder, oncology, and orthopedics.

Nonclinical Majors. The School of Nursing offers the MSN degree in these [advanced practice nonclinical majors](#):

- Informatics
- Nursing and health care leadership
- Nursing education

Nurse Anesthesia (CRNA) Specialty. Twenty-eight months of full-time study lead to the MSN in [nurse anesthesia](#) for qualified registered nurses interested in becoming a certified registered nurse anesthetist.

Clinical Nurse Specialist. The School of Nursing is revising the Clinical Nurse Specialist (CNS) pathway and is not accepting new CNS students at this time.

Additional information about the MSN Program can be found in the [Master of Science in Nursing Program section](#) of the Duke University School of Nursing website and in the *Master of Science in Nursing Program Student Handbook for 2013-2014*.

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 seventy-four to ninety-five credits post-BSN or thirty-five credits post-master's, depending on the advanced practice major selected. Both part-time and full-time students are eligible for the program.

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

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

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

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

- demonstrate safe, effective, and efficient practice in a defined area of advanced nursing practice;
- integrate nursing science, knowledge from ethics, biophysical, psychosocial, analytical, and organizational and informational sciences as the basis for advanced nursing practice and new approaches to care delivery;
- use analytic methods to critically appraise the literature and develop best practices;

- implement and evaluate best practices to meet current and future needs of patients, communities and populations;
- develop effective strategies to ensure safety and quality health care for patients and populations;
- design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient centered care;
- analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes;
- select and evaluate information systems and patient care technology, considering related ethical, regulatory and legal issues, to improve patient care and healthcare systems;
- use major factors and policy triggers that influence health policymaking in order to influence policy; educate others about health disparities, cultural sensitivity and access to quality care; and advocate for social justice, equity, and ethical policies in all health care arenas; and
- employ consultative, collaborative and leadership skills on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.

Additional information about the DNP Program can be found on the [Doctor of Nursing Practice \(DNP\) Program section](#) of the Duke University School of Nursing website and in the *Doctor of Nursing Practice (DNP) Program Student Handbook for 2013-2014*.

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

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

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

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 NLNAC or CCNE is required for admission to the PhD Program in Nursing.

For more information about the PhD Program in Nursing and curriculum details, consult the [PhD Program section](#) of the Duke University School of Nursing website and the *PhD Program in Nursing Graduate Student Handbook for 2013-2014*. Prospective students can also contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797.

Postdoctoral Fellowship Program

Trajectories of Chronic Illness and Care Systems

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

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

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

The program aims are to:

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

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

- Prematurity and low birth weight infants
- Child health
- HIV/AIDS and sexually transmitted infections
- Cancer
- Aging and family caregiving
- End-of-life care (adult and pediatric)
- Acute and long-term care organizations
- Informatics

A focus on health disparities or minority populations is desirable.

For application materials and information about possible mentors, potential postdoctoral associates should visit the [postdoctoral fellowship program section](#) of the Duke University School of Nursing website or e-mail NursingResearch@mc.duke.edu.

Program Descriptions: Certificates

Post-Master's Certificate in Nursing (PMC) Option

The [post-master's certificate in nursing \(PMC\)](#) option provides opportunities for students who already have a master's degree to gain specialized knowledge within any of the majors offered by the School of Nursing. The program is open to registered nurses who possess a master's degree from an NLNAC- or CCNE-accredited school of nursing. The number of credits required to complete the certificate varies by major. Completion of the post-master's certificate will be documented in the student's academic transcript. Depending upon the major, the student may meet the qualifications to apply for certification for advanced specialty practice. For example, students who complete the post-master's certificate in the nurse practitioner majors are eligible to sit for certification examinations.

Additional information about the PMC option can be accessed at the [post-master's certificate in nursing](#) section of the School of Nursing website.

Graduate Certificate in Health Informatics

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

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

Orthopedic Nurse Practitioner Specialty Concentration Certificate

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

Population Care Coordinator Certificate Program

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

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

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

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

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

Additional information about the population care coordinator certificate program is available to potential partner organizations through the program office by calling (855) 745-7227 or e-mailing pccp@duke.edu.



Admission Requirements

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

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

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

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 credential evaluation agency such as [World Education Services \(WES\)](#).
- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character, from persons not related to the applicant.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

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

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 human anatomy and physiology and microbiology, 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.

Prerequisite courses:

- Human Anatomy & Physiology (six to eight credits; a grade of B- or higher is required)
- Microbiology (three to four credits; a grade of B- or higher is required)
- Basic Statistics (three credits)
- General Psychology (three credits)
- General Sociology (three credits)
- English Composition (three to six credits)
- Completion of course in growth and development and a course in general nutrition strongly recommended

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

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

- A bachelor of science in nursing (BSN) degree with an upper division nursing major from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE), or an associate degree in nursing or a diploma in nursing with a BS/BA from a regionally accredited program in another field of study.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- Bachelor's or post-bachelor's coursework must include satisfactory completion of a course in descriptive and inferential statistics (basic biostatistics).
- Satisfactory performance on the Graduate Record Examination (GRE) within five years. The GRE will be waived for applicants with an undergraduate grade point average of 3.4 or higher and/or those holding a master's or higher degree.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) website.
 - When registering for the GRE, enter institutional code 5156 on the list of score recipients in order to ensure that the scores are sent to Duke University.
- A minimum of one year of nursing experience before matriculation is recommended for most majors.
 - Applicants in the [nurse anesthesia \(CRNA\)](#) major must have a minimum of one year (two years preferred) current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.
- Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - The student's license is from a state participating in the [Nurse Licensure Compact \(NLC\)](#), and that is the student's primary state of residence (the declared fixed permanent and principal home for legal purposes, or domicile); or
 - The student is a distance-based student who will not be practicing in North Carolina while enrolled in school, and has licensure or eligibility for licensure in his or her primary state of residence.
 - Information about North Carolina licensure procedures, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

Required Application Materials

- 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 credential evaluation agency such as [World Education Services \(WES\)](#).

- Three recommendations that attest to the applicant's academic ability, professional competency, and personal character.
- Personal statement.
- Resume or curriculum vitae.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710).

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

Additional Admission Pathways to the MSN Degree Program

ABSN-to-MSN Early Decision Option

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

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

RN-to-MSN Pathway

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

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

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

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

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

The applicant with a BSN must declare an advanced practice major at the time of application. Obtaining a slot within an individual major may be competitive due to limited space within the major. Currently, the Post-BSN to DNP option is not open to applicants interested in the nursing and health care leadership, informatics, or nursing education majors. Admission requirements include:

- Bachelor of science in nursing (BSN) degree with an upper division nursing major from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE).
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- Undergraduate coursework must include satisfactory completion of a course in descriptive and inferential statistics.

- Satisfactory performance on the Graduate Record Examination (GRE), within five years. The GRE will be waived for applicants with an undergraduate GPA of 3.4 or higher and/or those holding a master's or higher degree.
 - For information about the GRE and a current list of testing dates and locations, consult the [GRE home page](#) on the ETS (Educational Testing Service) website.
 - When registering for the GRE, 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 in the [nurse anesthesia \(CRNA\)](#) major must have a minimum of one year (two years preferred) of current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.
- Current licensure as a registered nurse in the state in which practice will occur. (Information about licensure procedures in North Carolina, the Nurse Licensure Compact, and verification of licensure is provided below in the licenses and certifications section of this chapter.

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

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

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

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

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

- Completion of the online application for the Doctor of Nursing Practice Program.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).

- Resume or curriculum vitae.
- Three recommendations that attest to the student's academic ability, professional competency, and personal character.
- Personal statement from the applicant.
- E-portfolio of professional practice that highlights educational, professional and community activities, as well as scholarship.
- Certification as an advanced practice nurse (if applicable).
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

Admission Requirements for the PhD Program

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

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

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

Prerequisites for admission to the PhD Program include:

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

Required Application Materials

- All applications to the PhD Program in Nursing must be submitted online directly to The Graduate School of Duke University, using The Graduate School electronic application service. Prospective students can find additional information about applying to the Graduate School in the [Application Requirements section](#) of The Graduate School website. Application information specific to the Duke University PhD Program in Nursing is also available online.
- **Transcript(s).** Each applicant must upload one copy of a scanned unofficial transcript from each institution (undergraduate or graduate) attended. Consult the instructions for scanning and uploading transcripts on The Graduate School website.
 - Applicants should not provide official copies of their transcripts until they receive an offer of admission. At that time, official copies should be mailed directly from each institution to: Duke University Graduate School Enrollment Services Office, 2127 Campus Drive, Box 90065, Durham NC 27708.
 - Duke University reserves the right to rescind any offer of admission if any discrepancies are found between the uploaded unofficial transcript(s) and the official transcript(s).
 - The accepted applicant must also submit certification of all degrees received, including the date the degree was awarded. (This information may be included on the final transcript or on the diploma.)
- **Letters of recommendation.** Three letters of recommendation attesting to the applicant's academic ability and capacity for graduate work. These letters should be solicited from professionals who can address the applicant's qualifications for doctoral study. Therefore, at least two of the letters should be from persons with doctoral education.
 - The Graduate School requires applicants to submit letters of recommendation electronically via the online application.
- **Personal Statement.** Applicants to the PhD Program in Nursing are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. The personal statement must be submitted to The Graduate School as part of the online application. Instructions for writing the personal statement can be accessed on the [PhD Admission Requirements page](#) of the School of Nursing website.
- **Curriculum vitae (CV) or Resume.** Applicants to the PhD Program must submit their CV or resume directly to the PhD Program in Nursing at revonda.huppert@duke.edu. (The Graduate School does not require a copy of the CV or resume.)
- **Application Fee.** A nonrefundable \$80 application fee must accompany the application. This fee must be submitted electronically to the Graduate School Enrollment Services Office. No application is processed without the application fee.

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

International Student Requirements

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

Requirements for International Applicants

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

Financial Support

Evidence of adequate financial support for the duration of the program for 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 2013-2014* for further information about 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:

- the 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
- the 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 Duke University to consider students with minimum TOEFL scores of 550 (paper-based test), 213 (computer-based test), or 83 (internet-based test), or a minimum IELTS score of 7. It is the policy of Duke University to consider students with a minimum TOEFL score of 550 (paper-based test), 213 (computer-based test), or 83 (internet-based test).

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

Visa Eligibility

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

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

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

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

Once a student is enrolled, the visa approval process is initiated by the Duke University School of Nursing Admissions Officer (for students in the ABSN, MSN, or DNP programs), or through the Duke University Graduate School (for students in the PhD Program only).

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

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

Course load requirements for students with F-1 visa

- In the ABSN Program, MSN Program, and DNP Program, 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, and online courses of study. International students with an F-1 visa are not allowed to take more than three credits online during any semester.
- International students in the DNP Program are required to obtain an F-1 visa in order to attend the executive on-campus sessions required by the program.

- International students in the PhD Program must maintain a full course load as specified by the Duke University Graduate School.

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

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

Admission Requirements for Specialized Programs

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

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

- A master's degree from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE), or a master's degree in another discipline acceptable to the 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.
- Applicants in the [nurse anesthesia \(CRNA\)](#) major must have a minimum of one year's (two years preferred) current, continuous full-time acute care experience as a registered nurse in a critical care setting which offers the applicant an opportunity to develop as an independent decision-maker capable of using and interpreting advanced monitoring techniques based on their knowledge of physiological and pharmacological principles. Adult acute care experience that includes interpretation and use of advanced monitoring, care of ventilated patients, pharmacologic hemodynamic management, and independent decision making is preferred. CCRN certification is strongly encouraged.
- 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-master's certificate student in certain majors, such as nurse anesthesia (CRNA), 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-master's certificate.
- Official educational transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
- Two recommendations attesting to the applicant's academic ability, professional competency, and personal character.
- Personal statement.
- Resume or curriculum vitae.
- \$50 nonrefundable application fee, payable by credit card online, or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

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

Admission Requirements for the Graduate Certificate in Health Informatics

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

The minimum admission requirements for admission to the program are:

- Bachelor's or graduate degree from a regionally accredited institution.
- Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
- 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 certificate program.
- Official transcripts from all post-secondary institutions attended. International transcripts should be accompanied by a course-by-course report from a credential evaluation agency such as [World Education Services \(WES\)](#).
- Resume or curriculum vitae.
- Two recommendations that attest to the applicant's academic ability, professional competency, and personal qualifications.
- Personal statement.
- \$50 nonrefundable application fee, payable by credit card online or by a check or money order payable to Duke University School of Nursing (mail to Duke University School of Nursing, Office of Admissions and Student Services, Box 102400, Durham, NC 27710).

Admission Requirements for the Orthopedic Nurse Practitioner Specialty Concentration Certificate

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

Applicants must submit the nondegree student application at least one week prior to the start of each semester. Enrollment decisions will be made by course instructors on a space-available basis. Consult the Orthopedic Nurse Practitioner Specialty Concentration [website](#) for further details.

Nondegree Enrollment Option

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

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

Required Application Materials

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

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

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

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

The [population care coordinator certificate program](#), developed in collaboration with partner health care organizations, is customized to train their nurses to serve as population care coordinators at primary physician practices.

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

Application Dates

Academic Degree Programs

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

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](#).

Specialized Programs

Graduate-Level Certificate Programs

Prospective applicants for enrollment as post-master's certificate, graduate certificate in health informatics, orthopedic nurse practitioner specialty concentration certificate, and nondegree option students should consult the Admissions Office application dates and deadlines page for information about the terms in which certificate students are considered for admission and priority application deadlines.

Population Care Coordinator Certificate Program

Application dates for enrollment in the population care coordinator certificate program are arranged by DUSON in collaboration with the PCCP partner organizations.

Pre-Enrollment Requirements for Academic Programs

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

Tuition Deposits

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

Health and Immunization Record

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

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

Certification of Health Requirements (ABSN)

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

Confidentiality Agreement

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

Program Clearance Requirements

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

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

Safety Training

Students enrolled in the MSN Program, the DNP Program, the post-master's certificate (PMC) option, the graduate certificate in health informatics, and the orthopedic nurse practitioner specialty concentration certificate are required to complete OESO health and safety training modules. The number of modules that a student is required to complete depends on the program of enrollment. It is the student's responsibility to maintain a current training status. All modules will be required to be renewed on an annual basis.

AHA Basic Life Support

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

Training Modules

Core Compliance Orientation PowerPoint and Quiz. All students enrolled in the ABSN Program are required to take the core compliance orientation PowerPoint and quiz. Students are required to score above 80 percent and renew on an annual basis. This is a requirement set forth by the AHEC (Area Health Education Center) for clinical placement participation. 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 Office.

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

Licenses and Certifications

Professional Licensure

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

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

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

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

Verification of Licensure (procedures for verification of licensure in the state where a student is licensed). All students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.

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

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

- Candidates for admission to the MSN Program in the nurse anesthesia (CRNA) major have the same admission requirements as all other MSN applicants, with the following additions: advanced cardiac life support (ACLS) certification and pediatric advanced life support (PALS) certification.
- 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 acute care pediatric nurse practitioner major have the same admission requirements as all other MSN applicants, with the following addition: pediatric advanced life support (PALS) certification.

Enrollment Policies

Course Format

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

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

The ABSN Program, the PhD Program, and the CRNA major are campus-based and do not offer courses in online or distance format.

Full-Time and Part-Time Status

Definition of Full-Time Status

Full-time status is defined as follows:

- Full credit load for fall and spring semesters: nine credits/semester.
- Full credit load for summer semester: six credits.
- Full credit load for international students: nine credits for fall/spring semesters and six credits for summer semester; no more than three credits per semester may be taken in online format
- Nondegree student credit load: seven credits maximum for most graduate courses; up to nine credits for nondegree students in the orthopedic nurse practitioner specialty concentration.

Changes Between Full-Time and Part-Time Status

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

General Information About Academic Programs

Communication Between Duke University and Students

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

Advisement

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

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

Clinical Site Placement

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

Computer Skills

All students are required to possess basic computer skills. The School of Nursing is dedicated to technology-enhanced learning. Courses integrate technology in curriculum delivery and require an intermediate level of computer literacy, including proficiency in MS Word, file management skills, browser management skills, and basic computer security. (See the *PhD Program in Nursing Graduate Student Handbook for 2013-2014* 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, and DNP Program, and the certificate programs, as well as nondegree students, are required to have their own laptop in full working condition, meeting or exceeding the standards listed on the [Student Computer Requirement page](#) of the School of Nursing website.

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

Student Handbooks

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

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

- Confidentiality and release of student records

- Academic advisement
- Student status (including change of status from full or part-time study)
- Grades
- Course drop/add and withdrawals
- Transfer of credits
- Applicability of Duke ABSN students' graduate credits to School of Nursing graduate programs
- Inter-institutional registration agreements
- Transfer to another major (MSN degree program or PMC option)
- Compliance with student requirements
- Time for completion of the degree
- Separation from the School of Nursing
- Leave of absence (including student parental leave and procedures for returning from a leave of absence)
- Withdrawal from the School of Nursing by student request or involuntary administrative withdrawal
- Academic probation, academic warning, and administrative withdrawal for academic performance
- Commencement

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

- Accommodation for students with disabilities
- Harassment policy
- 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.



Program Requirements

Accelerated Bachelor of Science in Nursing (ABSN) Degree Requirements

The accelerated bachelor of science in nursing (ABSN) curriculum is a full-time campus-based sixteen-month program with fifty-eight total credit hours (including fifteen graduate credits). The program offers three curricular options. Option 1 focuses on research; Option 2 features a sequence of language electives (medical Spanish); Option 3 emphasizes genetics/genomics and personalized health care. Matriculation plans for each option are shown below.

ABSN Option 1 (Research)

Semester 1	Credits
NURSING 201. Introduction to Professional Nursing and Evidence Based Practice.....	2
NURSING 203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*NURSING 330. Selected Topics in Advanced Pathophysiology.....	3
*NURSING 308. Applied Statistics.....	2
Total Undergraduate/Graduate	9/5
 Semester 2	
NURSING 210. Pharmacology and Therapeutic Modalities for Nursing.....	3
NURSING 211. Adult Health Nursing	6
NURSING 212. Mental Health Nursing	3
NURSING 241. Community Partnerships, Assessment, and Program Planning.....	1
*NURSING 502. Health Promotion and Disease Prevention	3
Total Undergraduate/Graduate	13/3
 Semester 3	
NURSING 220. Nursing Care of the Childbearing Family	4
NURSING 221. Pediatric Nursing	4
NURSING 224. Leadership, Management, and Contemporary Issues in Nursing.....	3
NURSING 242. Principles of Epidemiology	1
*NURSING 307. Research Methods.....	3
Total Undergraduate/Graduate	12/3
 Semester 4	
NURSING 230. Nursing Care of Older Adults and Their Families.....	3
NURSING 232. Senior Seminar.....	1
NURSING 233. Nursing Specialty and Synthesis	4
NURSING 243. Special Topics in Community/Public Health Nursing.....	1
*NURSING 312. Research Utilization	3
*Graduate Elective	1
Total Undergraduate/Graduate	9/4
Total (58 credit hours)	43/15

* Signifies graduate course and graduate credit

ABSN Option 2 (Language)

	Credits
Semester 1	
NURSING 201. Introduction to Professional Nursing and Evidence Based Practice.....	2
NURSING 203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*NURSING 330. Selected Topics in Advanced Pathophysiology.....	3
*NURSING 531 or NURSING 532. Medical Spanish and Cultural Competency for Health Care.....	1
Total Undergraduate/Graduate	9/4
Semester 2	
NURSING 210. Pharmacology and Therapeutic Modalities for Nursing.....	3
NURSING 211. Adult Health Nursing	6
NURSING 212. Mental Health Nursing	3
NURSING 241. Community Partnerships, Assessment, and Program Planning.....	1
*NURSING 308. Applied Statistics.....	2
*NURSING 532 or NURSING 533. Medical Spanish and Cultural Competency for Health Care.....	1
Total Undergraduate/Graduate	13/3
Semester 3	
NURSING 220. Nursing Care of the Childbearing Family	4
NURSING 221. Pediatric Nursing	4
NURSING 224. Leadership, Management, and Contemporary Issues in Nursing	3
NURSING 242. Principles of Epidemiology II	1
*NURSING 502. Health Promotion and Disease Prevention	3
*NURSING 533 or NURSING 534. Medical Spanish and Cultural Competency for Health Care.....	1
Total Undergraduate/Graduate	12/4
Semester 4	
NURSING 230. Nursing Care of Older Adults and Their Families.....	3
NURSING 232. Senior Seminar.....	1
NURSING 233. Nursing Specialty and Synthesis	4
NURSING 243. Special Topics in Community/Public Health Nursing	1
*NURSING 307. Research Methods.....	3
*NURSING 534 or NURSING 535. Medical Spanish and Cultural Competency for Health Care.....	1
Total Undergraduate/Graduate	9/4
Total (58 credit hours)	43/15
* Signifies graduate course and graduate credit	

ABSN Option 3 (Genetics/Genomics)

Semester 1	Credits
NURSING 201. Introduction to Professional Nursing and Evidence Based Practice.....	2
NURSING 203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*NURSING 330. Selected Topics in Advanced Pathophysiology.....	3
*NURSING 308. Applied Statistics.....	2
Total Undergraduate/Graduate	9/5
Semester 2	
NURSING 210. Pharmacology and Therapeutic Modalities for Nursing.....	3
NURSING 211. Adult Health Nursing	6
NURSING 212. Mental Health Nursing	3
NURSING 241. Community Partnerships, Assessment, and Program Planning.....	1
*NURSING 502. Health Promotion and Disease Prevention	3
Total Undergraduate/Graduate	13/3
Semester 3	
NURSING 220. Nursing Care of the Childbearing Family	4
NURSING 221. Pediatric Nursing	4
NURSING 224. Leadership, Management, and Contemporary Issues in Nursing.....	3
NURSING 242. Principles of Epidemiology	1
*NURSING 563. Trends in Genetics & Genomics for Health Care & Society.....	2
Total Undergraduate/Graduate	12/2
Semester 4	
NURSING 230. Nursing Care of Older Adults and Their Families	3
NURSING 232. Senior Seminar.....	1
NURSING 233. Nursing Specialty and Synthesis	4
NURSING 243. Special Topics in Community/Public Health Nursing.....	1
*NURSING 307. Research Methods.....	3
*NURSING 562. Applied Genomics & Personalized Medicine in Clinical Care.....	2
Total Undergraduate/Graduate	9/5
Total (58 credit hours)	43/15

* Signifies graduate course and graduate credit





Master of Science in Nursing (MSN) Degree Requirements

The master of science in nursing degree requires the completion of thirty-six to sixty units of credit, depending on the major selected. These units include four core courses required of all master's students, the research option, courses in the major, and electives.

Required Core Courses and Research Options for MSN

Required MSN Core Courses	Credits
NURSING 301. Population-Based Approaches to Health Care	3
NURSING 303. Health Services Program Planning and Outcomes Analysis.....	3
NURSING 307. Research Methods.....	3
NURSING 308. Applied Statistics.....	2
MSN Required Core Courses Total	11

Research Options (Select One)	Credits
NURSING 312. Research Utilization in Advanced Nursing Practice	3
NURSING 313. Thesis	6
NURSING 314. Non-thesis Option.....	6
NURSING 315. Directed Research.....	3-6
Minimum Required Units for Research Option	3
Minimum Required Units of Core Courses and Research for MSN	14

Note. The MSN degree requires completion of a minimum of three units in the Research Options category. However, students who select Research Options NURSING 313 (Thesis) or NURSING 314 (Nonthesis Option) will be required to complete six units of research credit.

MSN Majors

The [Master of Science in Nursing \(MSN\) Program](#) currently offers advanced practice registered nurse (APRN) majors, nonclinical majors, and the nurse anesthesia (CRNA) major. MSN students in some APRN majors have the option of adding a specialty concentration to their course of study.

Advanced Practice Registered Nurse (APRN) Majors

The Duke University School of Nursing offers the MSN degree in a wide range of [advanced practice registered nurse \(APRN\) majors](#). Adult-gerontological and family APRN majors require a set of five core courses (sixteen credits total). Pediatric and neonatal APRN majors require a different set of core courses (six courses, eighteen credits total).

APRN Majors (Adult-Gerontological and Family)

- [Adult-gerontology nurse practitioner - acute care](#)
- [Adult-gerontology nurse practitioner - primary care](#)
- [Family nurse practitioner](#)

APRN Majors (Pediatric and Neonatal)

- [Acute care pediatric nurse practitioner](#)
- [Primary care pediatric nurse practitioner](#)
- [Neonatal nurse practitioner](#)

Specialty Concentrations for APRN Majors

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

- Cardiology
- Frail elder
- Oncology
- Orthopedics

Nonclinical Majors

The School of Nursing offers the MSN degree in three advanced practice nursing [nonclinical majors](#):

- [Informatics](#)
- [Nursing and health care leadership](#)
- [Nursing education](#)

Nurse Anesthesia (CRNA) Major

The School of Nursing currently offers a sixty-credit MSN curriculum in nurse anesthesia. Completion of the MSN degree in the [nursing anesthesia major](#) requires twenty-eight months of full-time study.

Clinical Nurse Specialist (CNS) Majors

The School of Nursing is revising the Clinical Nurse Specialist (CNS) pathway and is not accepting new CNS students at this time.

MSN Program Requirements by Major

MSN: Advanced Practice Registered Nurse (APRN) Majors: (Adult-Gerontology and Family)

The adult-gerontology and family advanced practice registered nurse (APRN) majors focus on developing the knowledge and skills necessary to provide primary and/or acute care across settings, including care of individuals in rural and under-served areas. These nurse practitioner majors include: adult-gerontology nurse practitioner - acute care; adult-gerontology nurse practitioner - primary care; and family nurse practitioner.

All students in these majors take the APRN adult-gerontology and family core courses (listed below), which include pathophysiology, pharmacology, diagnostic reasoning and physical assessment, and management of common acute and chronic health problems. Each major also requires the completion of specific courses consistent with clinical practice in that major.

Clinical experience requirements for the MSN in the adult-gerontology and family APRN majors meet or exceed the requirements of national credentialing organizations such as the National Organization of Nurse Practitioner Faculties (NONPF), the American Academy of Nurse Practitioners Certification Program (AANPCP), the American Nurses Credentialing Center (ANCC), and the American Association of Colleges of Nursing (AACN) for certification in each major, and qualify the graduate to sit for the appropriate certification examination. The number of clinical hours varies by major.

As a capstone experience, all MSN students in the APRN majors are required to complete a final clinical residency under the mentorship of an experienced clinician in their respective area of expertise. The minimum number of credits required for graduation varies by major, ranging from forty-three to forty-five.

MSN: Required Core Courses for APRN Adult-Gerontology and Family Majors

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

MSN: Adult-Gerontology Nurse Practitioner - Acute Care

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 at Duke offers excellent preparation. 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 inter-professional health care team. Graduates are well prepared to sit for the adult-gerontology nurse practitioner - acute care certification exam, either through the AACN or ANCC.

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

MSN: Adult-Gerontology Nurse Practitioner - Primary Care

The adult-gerontology nurse practitioner - primary care major prepares advanced practice nurses as generalists in adult primary care caring for individuals from adolescence to older adulthood. Graduates have entered nursing positions in a wide variety of settings, including general private practices, public clinics, hospital-based outpatient clinics, and specialty practices. Graduates are well prepared to sit for the adult-gerontology nurse practitioner - primary care certification exam, either through the AANPCP or ANCC.

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

MSN: Family Nurse Practitioner

The family nurse practitioner major prepares advanced practice nurses who deliver primary health care to persons of all ages. Graduates are prepared for advanced clinical practice that involves individuals and families throughout the lifespan and across the health continuum. Family nurse practitioners serve as primary health care providers in many settings.

MSN: Family Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
APRN Adult-Gerontology and Family Core Courses	16
NURSING 441. Child Health in Family Care	4
NURSING 442. Sexual and Reproductive Health	4
NURSING 449. Nurse Practitioner Residency: Family	4
Elective	3
Minimum Requirements for MSN in this specialty	45

MSN: Advanced Practice Registered Nurse (APRN) Majors: (Pediatric and Neonatal)

The pediatric and neonatal advanced practice registered nurse majors prepare graduates as nurse practitioners in primary, secondary, tertiary, long-term, or home care settings for pediatric patients across the age and illness continuum. Emphasis is placed on family-centered culturally sensitive care. The acute care pediatric nurse practitioner, primary care pediatric nurse practitioner, and neonatal nurse practitioner majors build on the APRN pediatric and neonatal core courses (listed below), which include pediatric/neonatal pathophysiology, pediatric/neonatal pharmacology, and pediatric/neonatal physical assessment. Courses in each major address management of pediatric or neonatal patients and families within the framework of the patient's stage of growth and development.

These courses are supplemented by clinical hours which may include primary care pediatric clinics, pediatric intensive care, pediatric cardiology, pediatric/neonatal radiology, pediatric surgery, pediatric/neonatal transport, neonatal intensive care, neonatal transitional care, pediatric and neonatal step-down units, pediatric rehabilitation, pediatric home care, and school-based health clinics. Clinical experience requirements for the MSN in the pediatric and neonatal nurse practitioner majors meet or exceed the requirements for certification by national credentialing organizations and qualify the graduate to sit for certification examinations. The capstone course is the residency. Under the guidance of a preceptor, students manage cohorts of patients in selected clinical facilities. Integral to the residency are seminars that address transition to the practitioner role, integration of clinical and didactic learning, and preparation for a position as a nurse practitioner. Pediatric and neonatal courses are offered on campus only. A minimum of forty-four credits is required for an MSN degree in these APRN majors.

MSN Required: Core Courses for APRN Pediatric and Neonatal Majors

MSN: Required Core Courses for APRN Pediatric and Neonatal Majors	Credits
NURSING 320. Neonatal and Pediatric Pathophysiology	3
NURSING 321. Neonatal and Pediatric Pharmacology.....	3
NURSING 324. Health Care of Infants and Children in Rural Settings	2
NURSING 336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
NURSING 357. Physiologic Monitoring and Advanced Practice Procedures.....	3
NURSING 430. Advanced Concepts in Pediatric Development and Behavior	3
Total	18

MSN: Acute Care Pediatric Nurse Practitioner

The acute care pediatric nurse practitioner (ACPNP) major at Duke University School of Nursing is specifically designed to prepare graduates to meet the needs of infants and children with complex and rapidly changing clinical conditions. This care is provided across settings including intensive care units, emergency departments, inpatient units, as well as ambulatory, rehabilitative, and specialty-based clinics.

MSN: Acute Care Pediatric Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
APRN Pediatric and Neonatal Core Courses	18
NURSING 426. Managing Acute and Chronic Health Conditions in Children I.....	4
NURSING 427. Managing Acute and Chronic Health Conditions in Children II	4
NURSING 428. Nurse Practitioner Residency: Pediatric Acute Care.....	4
Minimum Requirements for MSN in this major	44

MSN: Primary Care Pediatric Nurse Practitioner

The Duke University School of Nursing's primary care pediatric nurse practitioner major enrolls outstanding pediatric nurses and prepares them to provide comprehensive primary health care to children of all ages. Our curriculum content emphasizes areas such as health maintenance, prevention, management of common acute and chronic pediatric illnesses, behavioral issues, and patient/family education. Students receive one-on-one clinical practice experience in diverse settings, including community pediatric practices, school-based health clinics, health departments, and hospital ambulatory settings.

MSN: Primary Care Pediatric Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
APRN Pediatric and Neonatal Core Courses	18
NURSING 322. Common Pediatric Management Issues I.....	4
NURSING 323. Common Pediatric Management Issues II	4
NURSING 439. Nurse Practitioner Residency: Pediatrics.....	4
Minimum Requirements for MSN in this major	44

MSN: Neonatal Nurse Practitioner

The Duke University School of Nursing offers a highly customizable program for nurses interested in pursuing advanced practice options with our neonatal nurse practitioner (NNP) major. Students learn to care for low- and high-risk neonates and their families in a variety of settings, with coursework in neonatal- and pediatric-specific pathophysiology, pharmacology, physical assessment and diagnostic reasoning, and advanced growth and development. NNP graduates are prepared to manage infant caseloads in collaboration with other health care providers, educate families and staff, and conduct research.

MSN: Neonatal Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
APRN Pediatric and Neonatal Core Courses.....	18
NURSING 420. Managing Acute and Chronic Health Conditions in the Newborn I.....	4
NURSING 421. Managing Acute and Chronic Health Conditions in the Newborn II.....	4
NURSING 423. Nurse Practitioner Residency: Neonatal.....	4
Minimum Requirements for MSN in this major	44

MSN: Specialty Concentrations

Groupings of courses pertaining to an advanced practice specialty are available as specialty concentrations within certain APRN nurse practitioner majors. MSN students who wish to include a specialty concentration in their course of study should consult with their advisor and with the lead faculty for that specialty concentration, in order to determine whether the specialty concentration is available in their major and whether its courses are appropriate for use as electives in that major. The following specialty concentrations are currently available: cardiology, frail elder, oncology, and orthopedics.

MSN: Cardiology Specialty Concentration

This innovative and scholarly cardiology concentration is designed to prepare advanced practice nurses to assume leadership roles in the delivery of care to the cardiology patient and family. Students in this concentration develop advanced skills in the management of commonly occurring health problems in persons with cardiovascular conditions and in providing guidance and counseling to promote and maintain health and quality of life.

MSN: Cardiology Specialty Concentration	Credits
NURSING 460. Advanced Management of Patients with Cardiovascular Diseases	3
NURSING 461. Care Management of Patients with Selected Cardiovascular Illnesses	4
NURSING 469. Nurse Practitioner Residency: Adult Cardiovascular	1-4
Minimum Requirements for completion of the specialty concentration	8

MSN: Frail Elder Specialty Concentration

The frail elder specialty concentration prepares advanced practice nurses to provide evidence-based primary care (including diagnosis, disease management, and health promotion) to older adults, and in particular to the population of frail elders.

MSN: Frail Elder Specialty Concentration	Credits
NURSING 480. Social Issues, Health, and Illness in the Aged Years.....	3
NURSING 481. Managing Care of the Frail Elderly	4
NURSING 489. Nurse Practitioner Residency: Gerontology	3
Minimum Requirements for completion of the specialty concentration	10

MSN: Oncology Specialty Concentration

The Duke University School of Nursing oncology specialty concentration offers students the chance 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 knowledge in the field.

MSN: Oncology Specialty Concentration	Credits
NURSING 470. Oncology Nursing I: Epidemiology and Pathophysiology	3
NURSING 471. Oncology Nursing II: Symptom and Problem Management	3
NURSING 479. Nurse Practitioner Residency: Adult Oncology.....	1-3
Minimum Requirements for completion of the specialty concentration	7

MSN: Orthopedics Specialty Concentration

The Duke University School of Nursing orthopedics specialty concentration prepares advanced practice nurses to diagnose and manage musculoskeletal problems as well as to provide guidance and counseling to promote and maintain health and quality of life. The specialty concentration consists of a sequence of three courses (two didactic, one clinical) that focus on musculoskeletal practice. Faculty members teaching the courses are board certified orthopedic nurse practitioners and nationally recognized experts in their field. The courses address musculoskeletal conditions across the lifespan, with a primary focus on care of the adolescent and adult. Students in the orthopedics specialty concentration will take these three courses in addition to the course requirements of their primary APRN major. For many students, the courses in the orthopedics concentration can be utilized as didactic and/or clinical electives for their primary APRN major.

MSN: Orthopedics Specialty Concentration	Credits
NURSING 576. Fundamentals of Musculoskeletal Care I	3
NURSING 577. Fundamentals of Musculoskeletal Care II	3
NURSING 578. Musculoskeletal Care Practicum	3
Minimum Requirements for completion of the specialty concentration	9

The orthopedics specialty concentration is available to newly admitted or currently enrolled students in the Duke Master of Science in Nursing Program with adult-gerontology nurse practitioner - acute care, family nurse practitioner, or acute care pediatric nurse practitioner majors. It is also available to students in the Duke Doctor of Nursing Practice Program with nurse practitioner majors comparable to those listed above. Duke MSN and DNP students who wish to add the orthopedics specialty concentration to their academic file must complete the [Orthopedics Enrollment Form](#) and submit it to the Office of Admissions and Student Services no later than ten days prior to the start of the semester in which they wish to enroll.

MSN and DNP students accepted into the orthopedics specialty concentration have the option of enrolling in one or two courses, or completing the full nine-credit orthopedics concentration (completion will be documented on the student transcript).

The orthopedics specialty concentration is also available to nurse practitioner students admitted to or currently enrolled in MSN or DNP programs at other colleges and universities (provided that they have already completed courses in pathophysiology, pharmacology, and physical assessment). These individuals and nurse practitioners who have already earned the MSN or a higher degree may earn a certificate of completion for the orthopedics specialty concentration by taking the three courses as nondegree students. For additional details, consult the [orthopedics specialty concentration website](#).

MSN: Nonclinical Majors

The Duke University School of Nursing offers advanced nursing degrees in the following [nonclinical advanced practice majors](#): informatics, nursing and healthcare leadership, and nursing education.

MSN: Informatics Major

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

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

MSN: Informatics	Credits
MSN Core Courses and Research (Minimum Requirement)	14
NURSING 409. Overview of Health Care Information Systems	3
NURSING 410. Informatics Issues in Healthcare Systems	3
NURSING 412. Health Systems Project Management	3
NURSING 414. Data, Information, and Knowledge Representation	3
NURSING 415. Introduction to Health Informatics	3
NURSING 416. System Design, Implementation, Evaluation and Maintenance	3
NURSING 419. Informatics Research Seminar (4 semesters, 1 unit/semester)	4
NURSING 498. Synthesis of Specialty Practice	3
Minimum Requirements for MSN in this major	39

MSN: Nursing and Healthcare Leadership Major

The [nursing and healthcare leadership](#) major offers students a strong foundation in complex systems, organizational theory, financial management, and leadership practice. The program is completely online, allowing busy 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 our graduates for the challenges of today's and the future's health care environment. The major's capstone course, NURSING 498, includes a 160-hour experience in which the student collaborates with a nurse or healthcare leader in an organizational project. The minimum number of credits required for graduation is thirty-six. Coursework in the major includes the following:

MSN: Nursing and Healthcare Leadership	Credits
MSN Core Courses and Research (Minimum Requirement)	14
NURSING 352. Business Writing in Healthcare	1
NURSING 400. Organizational Theory for Integrated Health Care Delivery Systems	3
NURSING 401. Managing Complex Health Care Systems.....	3
NURSING 402. Financial Management and Budget Planning	3
NURSING 404. Health Economics.....	3
NURSING 405. Health Care Operations: Human Resources, Quality, Law and Ethics.....	3
NURSING 407. Persuasive Presentations in Health Care.....	1
NURSING 408. Effective Meeting Management in Health Care.....	1
NURSING 498. Synthesis of Specialty Practice.....	4
Minimum Requirements for MSN in this major	36

MSN: Nursing Education Major

The [nursing education major](#) at the Duke University School of Nursing has been designed to prepare individuals for the nurse educator role in academic or staff development settings. It reflects the nurse educator competencies developed by national organizations and is comprehensive in nature. The curriculum integrates core master's level concepts, advanced clinical foundations (i.e., assessment, pharmacology, pathophysiology), and education-focused courses (principles of teaching, tests/measurements, curriculum development). Although a few courses include pre-scheduled on-campus sessions, the nursing education major is delivered primarily through an online asynchronous format that allows students to participate in courses at their own convenience. The major culminates in a 120-hour individualized practicum, where each student collaborates with a master educator to implement the role. Coursework in the major includes the following:

MSN: Nursing Education	Credits
MSN Core Courses and Research (Minimum Requirement)	14
NURSING 330. Selected Topics in Advanced Pathophysiology.....	3
NURSING 331. Clinical Pharmacology and Interventions for Advanced Nursing Practice.....	3
NURSING 335. Advanced Concepts of Health Assessment.....	3
NURSING 543. Facilitating Student Learning	1
NURSING 544. Innovations in Clinical Teaching and Evaluation.....	1
NURSING 545. Integrating Technology into Nursing Education	1
NURSING 546. Innovative Curriculum Development in Nursing	2
NURSING 547. Educational Program Evaluation and Accreditation	1
NURSING 548. Test Construction and Item Analysis.....	2
NURSING 549. Using Qualitative Assessment and Evaluation Strategies.....	1
NURSING 550. Role of the Nurse Educator: Issues and Challenges.....	1
NURSING 551. Trends in Chronic Illness, Acute Illness and Health Promotion.....	3
NURSING 552. Practicum in Chronic Illness, Acute Illness and Health Promotion	1
NURSING 553. Synthesis: Implementing the Nurse Educator Role	3
Elective	1
Minimum Requirements for MSN in this major	40

MSN: Nurse Anesthesia (CRNA) Major

The MSN [nurse anesthesia major](#) is a twenty-eight-month full-time program of study leading to the degree of Master of Science in Nursing. There is no provision for part-time study. The nurse anesthesia major integrates theory, research, physiology, pharmacology, pathophysiology, chemistry, and physics. Students enrolled in the nurse anesthesia program will complete a minimum of sixty course credits, including clinical experience exceeding the 550 cases required for national certification. In addition to core courses required by the School of Nursing, students will take nurse anesthesia courses required by the Council on Accreditation (COA) of the American Association of Nurse Anesthetists.

MSN: Nurse Anesthesia (CRNA)	Credits
MSN Core Courses and Research (Minimum Requirement)	14
NURSING 353. Advanced Physiology	4
NURSING 512. Pharmacology of Anesthetic Agents	3
NURSING 513. Basic Principles of Anesthesia	3
NURSING 514. Anesthesia Pharmacology.....	3
NURSING 515. Chemistry and Physics Related to Anesthesia.....	3
NURSING 517. Advanced Principles of Anesthesia I.....	4
NURSING 518. Advanced Principles of Anesthesia II	3
NURSING 521. Advanced Pathophysiology for Nurse Anesthetists I	3
NURSING 522. Advanced Pathophysiology for Nurse Anesthetists II	3
NURSING 526. Professional Aspects of Nurse Anesthesia Practice	3
NURSING 529. Clinical Anesthesia Practicum (7 semesters at 2 credits per semester).....	14
Minimum Requirements for MSN in this major	60



Doctor of Nursing Practice (DNP) Program Degree Requirements

The [Doctor of Nursing Practice \(DNP\)](#) Program requires a minimum of seventy-four to ninety-five credit hours post BSN, depending on the advanced practice major selected.

A DNP student who has already earned a master’s degree in nursing in an advanced practice major will need a minimum of thirty-five credit hours, including six credit hours of graduate electives and six credit hours of the capstone class (NURSING 665).

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

Sample DNP Matriculation Plan for Post-Master’s Student with Advanced Practice Major

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

	Credits
Year 1 Fall	
NURSING 650. Evidence Based Practice I.....	3
NURSING 656. Quantitative Analysis for Evaluating Health Care Practices	3
Term Total	6
Year 1 Spring	
NURSING 651. Evidence Based Practice II	3
NURSING 402. Financial Management and Budget Planning	3
NURSING 665. Capstone Project	1
Term Total	7
Year 1 Summer	
NURSING 653. Data Driven Health Care Improvements	3
NURSING 654. Effective Leadership	3
NURSING 665. Capstone Project	2
Term Total	8
Year 2 Fall	
NURSING 652. Transforming the Nation’s Health.....	3
NURSING 665. Capstone Project	1
Graduate Elective	3
Term Total	7
Year 2 Spring	
NURSING 665. Capstone Project	1
NURSING 655. Health System Transformation.....	2
Graduate Elective	3
Term Total	6
Year 2 Summer	
NURSING 665. Capstone Project	1
Term Total	1
Total Credit Hours (minimum for program)	35

PhD Program in Nursing: Degree Requirements

Coursework Requirements for the PhD

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

Post-Baccalaureate Students

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

Coursework Requirements for All PhD Students

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

PhD coursework is structured with a substantial core (thirty-six credits) of nursing science and research methods to be taken in the School of Nursing.

This core will be expanded with elected statistics, research methods, and cognate courses in an outside field of study or minor area (nine credits) to be taken mainly outside of nursing in other Duke University departments. (Electives may include one or more of the following PhD courses: NURSING 612, NURSING 613, NURSING 614.) 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 research practicum and a 1-credit teaching practicum.

PhD Program in Nursing Plan of Studies

The sample PhD matriculation plan shown below indicates the scheduling of the forty-seven credit hours of coursework that must be completed by all students in the PhD Program in Nursing.

Course Number and Name	Credits
Year 1 Fall	
NURSING 601. Philosophy of Science & Theory Development	3
NURSING 602. Quantitative Research Designs	3
NURSING 607a. Overview of Chronic Illness & Care Systems	3
NURSING 611. Introductory Statistics	3
Term Total	12
Year 1 Spring	
NURSING 603. The General Linear Models	3
NURSING 606. Qualitative Research Methodology	3
NURSING 607b. Context of Chronic Illness & Care Systems	3
Term Total	9
Year 2 Fall	
NURSING 615. Measurement Theory and Practice	3
NURSING 604. Categorical Data Analysis	3
Elective	3
NURSING 699 Research Practicum	1
Term Total	10
Year 2 Spring	
NURSING 608. Intervention Research Methods in Health Care	3
NURSING 605. Longitudinal Methods	3
Elective	3
Elective	3
Term Total	12

**Preliminary (Admission to PhD Candidacy) Exam (written and oral):
End of Year 2 or Fall of Year 3**

Year 3 Fall	
NURSING 609. Doctoral Seminar in Nursing Science Dissertation	3
NURSING 698. Teaching Practicum.....	1
Term Total	4
Year 3 Spring	
Dissertation.....	0
Term Total	0
Proposal Defense (written and oral) beginning Year 3 (Fall semester)	
Total Credit Hours (minimum requirements)	47

Year 4 (Optional)

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.

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 towards 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 students will not be accepted as a candidate for the PhD degree until this requirement is fulfilled.);
- submit the doctoral dissertation and pass the final oral examination on the dissertation, in accordance with the [Degree Requirements and Regulations](#) section of The Graduate School website, and in [the 2013-14 Bulletin of the Duke University Graduate School](#); and
- comply with all other requirements specified in [the 2013-14 Bulletin of the Duke University Graduate School](#).

Requirements Specific to the PhD Program in Nursing

Scholarly Portfolio. In addition to coursework and the dissertation, the PhD Program in Nursing requires development of the student's scholarly portfolio. Additional information about this requirement is provided in the *PhD in Program in Nursing Graduate Student Handbook for 2013-2014*.

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

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

For comprehensive descriptions of these examinations and the benchmarks for student progress in the PhD Program consult the *PhD Program in Nursing Graduate Student Handbook for 2013-2014* (available online), or contact the PhD Program coordinator by e-mail at revonda.huppert@duke.edu or by phone at (919) 668-4797.

Post-Master's Certificate in Nursing (PMC) Option

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

PMC Majors

The post-master's certificate option provides education in a comprehensive selection of clinical and nonclinical advanced practice majors. Certified nurse practitioners also have the option to complete a post-master's certificates in one of three specialty concentrations.

Advanced Practice Registered Nurse (APRN) Majors

APRN Majors (Adult-Gerontology and Family)

- Adult-gerontology nurse practitioner - acute care; adult-gerontology nurse practitioner - acute care for certified NPs
- Adult-gerontology nurse practitioner - primary care
- Family nurse practitioner

APRN Majors (Pediatric and Neonatal)

- Acute care pediatric nurse practitioner; acute care pediatric nurse practitioner for certified PNP's
- Primary care pediatric nurse practitioner
- Neonatal nurse practitioner

Specialty Concentrations for Certified Nurse Practitioners

- Cardiology
- Frail elder
- Oncology

Nonclinical Majors

The School of Nursing offers advanced practice nursing certificates in two nonclinical specialties:

- Nursing and health care leadership
- Nursing education

Nurse Anesthesia (CRNA) Major

Students who have completed a master's degree may pursue a post-master's certificate option in the nurse anesthesia major. A total of forty-six credits must be earned to complete the certificate.

PMC Certificate Requirements by Major

The number of credits required to complete the post-master's certificate varies by major. Course requirements for the PMC in each major are listed below.

PMC: Advanced Practice Registered Nurse (APRN) Majors: (Adult-Gerontology and Family)

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

PMC: Adult-Gerontology Nurse Practitioner - Acute Care

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

PMC: Adult-Gerontology Nurse Practitioner - Acute Care for Certified NPs

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

PMC: Adult-Gerontology Nurse Practitioner - Acute Care for Certified NP's	Credits
NURSING 450. Management of Critically Ill Adult Patients I.....	4
NURSING 451. Management of Critically Ill Adult Patients II.....	4
NURSING 458. Nurse Practitioner Residency: Adult Critical Care	3
Electives	6
Minimum Requirements for PMC in this major	17

PMC: Adult-Gerontology Nurse Practitioner - Primary Care

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

PMC: Family Nurse Practitioner

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

**PMC: Advanced Practice Registered Nurse (APRN) Majors:
(Pediatric and Neonatal)**

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

PMC: Acute Care Pediatric Nurse Practitioner

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

PMC: Acute Care Pediatric Nurse Practitioner for Certified PNP’s

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

PMC: Pediatric Acute Care for Certified PNP’s	Credits
NURSING 426. Managing Acute and Chronic Health Conditions in Children I.....	4
NURSING 427. Managing Acute and Chronic Health Conditions in Children II	4
NURSING 428. Nurse Practitioner Residency: Pediatric Acute Care	4
Minimum Requirements for PMC in this major	12

PMC: Primary Care Pediatric Nurse Practitioner

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

PMC: Neonatal Nurse Practitioner

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

PMC: Specialty Concentrations for Certified Nurse Practitioners

Certified nurse practitioners may complete a post-master's certificate in one of three specialty concentrations: cardiology, frail elder, and oncology.

PMC: Cardiology Specialty Concentration for Certified NPs

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

PMC: Cardiology Specialty Concentration for Certified NPs	Credits
NURSING 460. Advanced Management of Patient with Cardiovascular Diseases	3
NURSING 461. Care Management of Patients with Selected Cardiovascular Illnesses	4
NURSING 469. Nurse Practitioner Residency: Adult Cardiovascular	3
Electives	6
Minimum Requirements for PMC in this specialty concentration	16

PMC: Frail Elder Specialty Concentration for Certified NPs

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

PMC: Frail Elderly Specialty Concentration for Certified NPs	Credits
NURSING 480. Social Issues, Health, and Illness in Aged Years.....	3
NURSING 481. Managing Care of the Frail Elderly	4
NURSING 489. Nurse Practitioner Residency: Gerontology	3
Electives (one must be a clinical elective).....	6
Minimum Requirements for PMC in this specialty concentration	16

PMC: Oncology Specialty Concentration for Certified NPs

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

PMC: Oncology Specialty Concentration for Certified NPs	Credits
NURSING 470. Oncology Nursing I. Epidemiology and Pathophysiology	3
NURSING 471. Oncology Nursing II. Symptom and Problem Management	3
NURSING 479. Nurse Practitioner Residency: Adult Oncology.....	3
Electives	6
Minimum Requirements for PMC in this specialty concentration	15

PMC: Nonclinical Advanced Practice Majors

Post-master's certificate majors are available to prepare students for advanced practice in nursing and healthcare leadership and nursing education.

PMC: Nursing and Healthcare Leadership

PMC: Nursing and Healthcare Leadership	Credits
NURSING 400. Organizational Theory for Integrated Health Care Delivery Systems	3
NURSING 401. Managing Complex Health Care Systems.....	3
NURSING 402. Financial Management and Budget Planning	3
NURSING 404. Health Economics.....	3
NURSING 498. Synthesis of Specialty Practice.....	4
Minimum Requirements for PMC in this major	16

PMC: Nursing Education

PMC: Nursing Education	Credits
NURSING 543. Facilitating Student Learning	1
NURSING 544. Innovations in Clinical Teaching and Evaluation.....	1
NURSING 545. Integrating Technology into Nursing Education.....	1
NURSING 546. Innovative Curriculum Development in Nursing	2
NURSING 547. Educational Program Evaluation and Accreditation	1
NURSING 548. Test Construction and Item Analysis.....	2
NURSING 549. Using Qualitative Assessment and Evaluation Strategies.....	1
NURSING 550. Role of the Nurse Educator: Issues and Challenges.....	1
NURSING 551. Trends in Chronic Illness, Acute Illness & Health Promotion.....	3
NURSING 553. Synthesis: Implementing the Nurse Educator Role	3
Minimum Requirements for PMC in this major	16

Additional requirements for PMC in this major if not completed in the initial master's program:

NURSING 330. Selected Topics in Advanced Pathophysiology.....	3
NURSING 331. Clinical Pharmacology and Interventions for Advanced Nursing Practice.....	3
NURSING 335. Advanced Concepts of Health Assessment.....	2
NURSING 552. Practicum in Chronic Illness, Acute Illness and Health Promotion	1
Additional requirements	9

PMC: Nurse Anesthesia (CRNA) Major

The post-master's certificate in nurse anesthesia (forty-six course credits) prepares the student who already has a master's degree in nursing for advanced practice as a nurse anesthetist.

PMC: Nurse Anesthesia (CRNA)	Credits
NURSING 353. Advanced Physiology	4
NURSING 512. Pharmacology of Anesthetic Agents.....	3
NURSING 513. Basic Principles of Anesthesia	3
NURSING 514. Anesthesia Pharmacology.....	3
NURSING 515. Chemistry and Physics Related to Anesthesia.....	3
NURSING 517. Advanced Principles of Anesthesia I.....	4
NURSING 518. Advanced Principles of Anesthesia II	3
NURSING 521. Advanced Pathophysiology for Nurse Anesthetists I	3
NURSING 522. Advanced Pathophysiology for Nurse Anesthetists II	3
NURSING 526. Professional Aspects of Nurse Anesthesia Practice	3
NURSING 529. Clinical Anesthesia Practicum (7 semesters at 2 credits/semester).....	14
Minimum Requirements for PMC in this major	46



Graduate Certificate in Health Informatics

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

Graduate Certificate in Health Informatics	Credits
NURSING 410. Health Information Exchange Standards, Methods & Models	3
NURSING 412. Health Systems Project Management	3
NURSING 414. Data, Information, & Knowledge Representation.....	3
NURSING 415. Introduction to Health Informatics.....	3
NURSING 416. System Design, Implementation, Evaluation & Maintenance	3
NURSING 498. Synthesis of Specialty Practice	3
Requirements for Completion of Graduate Certificate in Health Informatics	18



Orthopedic Nurse Practitioner Specialty Concentration Certificate

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

Nurse practitioners who have already earned the MSN or a higher degree can enroll as nondegree students and earn a certificate from Duke University School of Nursing for completion of the curriculum. Nurse practitioner students in MSN or DNP programs at other colleges and universities who have completed courses in pathophysiology, pharmacology, and physical assessment may also enroll as nondegree students and earn the certificate. (Nondegree students admitted to the specialty concentration also have the option of taking only one or two of the three courses without earning a certificate.)

Orthopedic Nurse Practitioner Specialty Concentration Certificate

Orthopedic Nurse Practitioner Specialty Concentration Certificate	Credits
NURSING 576. Fundamentals of Musculoskeletal Care I	3
NURSING 577. Fundamentals of Musculoskeletal Care II	3
NURSING 578. Musculoskeletal Care Practicum	3
Requirements for Completion of Orthopedic Nurse Practitioner Specialty Concentration Certificate	9

The orthopedic nurse practitioner specialty concentration certificate is also open to admitted/currently enrolled students in specific nurse practitioner majors of the Duke MSN Program and DNP Program. These students also have the option of enrolling in one or two courses or earning the full nine-credit orthopedics concentration option. A Duke MSN or DNP student who completes the concentration will not earn a certificate; instead, a designation denoting completion of the orthopedics specialty concentration will be added to the student's transcript.



Population Care Coordinator Certificate Program (PCCP)

Nurse participants in the [population care coordinator certificate program](#) complete a three-course course sequence of two didactic courses (NURSING 570, NURSING 571) and a clinical course (NURSING 572). The clinical course includes a mentored residency component which serves as the capstone experience in which students integrate coursework with skills learned and gain real-world understanding and experience of the population care coordinator role. Duke University School of Nursing tailors this PCCP curriculum to meet the needs of each partner organization, including content necessary for compliance with any applicable state regulations.

Population Care Coordinator Certificate Program

Course Number and Name	Credits
NURSING 570. Health Care Coordination of Complex Patients.....	4
NURSING 571. Health Care Coordination of Complex Patients: Case Studies.....	2
NURSING 572. Synthesis of Specialty Practice: Case Management.....	3
Requirements for Completion of Population Care Coordinator Certificate	9

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



Courses of Instruction

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

201. Introduction to Professional Nursing and Evidence Based Practice. Focuses on the historical and societal context of nursing as a discipline. Provides an overview of selected problem solving frameworks used in nursing, including the nursing process, evidence-based practice, and quality/safety. Co-requisite: Nursing 203. 2 credits.

203. Foundations of Evidence Based Nursing Practice and Health Assessment. Focuses on the application of critical thinking, reasoning, and assessment to the core competencies needed for nursing practice. Nurse-patient interaction, simulation and return demonstration allow the learner to compare the normal anatomic and physiologic variation of adults from common abnormalities found in illness and disease. Classroom lectures, clinical experiences in skills laboratory and selected health care facilities provide students the opportunity to practice basic psychomotor skills, health assessment and therapeutic interventions for adult patients with health alterations. Co-requisites: Nursing 201 and 330. 7 credits.

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

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

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

220. Nursing Care of the Childbearing Family. This course focuses on the nursing care of the childbearing family from preconception through postpartum, including genetics as well as care of the normal neonate and well woman. The clinical component includes planning, implementing, and evaluating nursing care of the childbearing family in acute care settings. Prerequisites: Nursing 210, 211, and 212. 4 credits.

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

224. Leadership, Management and Contemporary Issues in Nursing. This course focuses on the principles of leadership, management and contemporary issues in nursing. Students apply principles of nursing leadership to clinical scenarios, integrating legal, ethical, political, economic and social contexts. Articulates understanding of

health care policy and global health issues within nursing practice. Prerequisites: Nursing 210, 211, and 212. 3 credits.

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

232. Senior Seminar. This course builds on previous coursework and focuses on the integration of behaviors essential for the role transition from student to professional nurse and contemporary issues in nursing. Builds upon and promotes synthesis of clinical management and leadership principles. Prerequisite: Nursing 224; co-requisite: Nursing 233. 1 credit.

233. Nursing Specialty Synthesis. Capstone course that promotes the synthesis of professional values, complex theoretical knowledge, core clinical competencies and leadership skills in a selected clinical specialty. Clinical experience mentored by a professional nurse preceptor. Prerequisites: Nursing 220, 221, and 224; co-requisite: Nursing 232. 4 credits.

241. Community Partnerships, Assessment, and Program Planning. In this course, students will apply the foundations and principles of community/public health nursing practice with a focus on the core public health functions and essential public health services. The course will focus on developing partnerships with communities, aggregates, and populations while examining the framework of public health, history of public health nursing, and the role of the nurse in community assessment and health program planning-evaluation. Students will apply these concepts to their assigned community health setting. Prerequisites: Nursing 201 and 203. 1 credit.

242. Principles of Epidemiology. In this course, students will apply the foundation, principles and processes of epidemiology and biostatistics as part of the community assessment. Data analysis/application and epidemiologic methods will be used to appraise the core public health functions of assessment, assurance and policy development. Students will apply these concepts to their assigned community health setting. Prerequisite: Nursing 241; pre- or co-requisite; Nursing 502. 1 credit.

243. Special Topics in Community/Public Health Nursing. In this course, students will focus on synthesizing the core public health functions while examining contemporary issues--locally, nationally, globally-- that increase risk or promote, maintain and restore health. Contemporary issues to be examined include health of immigrants and refugees, nursing care in disasters, person-health-environment interactions, and nursing's role in promoting social justice. Students will apply these concepts to their assigned community health setting. Prerequisite: Nursing 242. 1 credit.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

324. Health Care of Infants and Children in Rural Settings. The course prepares the advanced practice nurse (APN) to anticipate, recognize, and manage problems associated with the care of infants and children in the rural setting; to provide accepted stabilization techniques and initiate safe transport; provide ongoing acute/primary care

and conduct family oriented care. Issues of access and limitation of health care will be emphasized. The course will also provide awareness of local and regional services and programs available to infants, children, and their families and prepare the nurse practitioner to assist in the infant's integration into the community. 2 credits.

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

330. Selected Topics in Advanced Pathophysiology. N330 focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's dynamic equilibrium or homeostasis across the lifespan. With this knowledge, students learn to differentiate normal from abnormal physiological function and to consider the causality of pathophysiological alterations in illness. Topics covered include the pathophysiology of common health problems and complex physiological alterations encountered in advanced clinical practice. 3 credits.

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

332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. The course utilizes lecture and laboratory sessions designed to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized using faculty monitored student-to-student practice. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomic and physiologic variation of adults from common abnormalities from adolescence through senescence. Fall on-campus, spring distance-based. Spring course has 3 required campus-based sessions. 4 credits.

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

333. Managing Common Acute and Chronic Health Problems I. The course emphasizes assisting patients from adolescence through senescence to reach or maintain the highest level of health and functioning, with a focus on health promotion, health maintenance, and primary care management of common acute or chronic problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private, internal and family medicine practices, and community health clinics. Advanced practice role development is examined in online seminars and supervised clinical practice. 104 clinical hours. 3 credits.

334. Managing Common Acute and Chronic Health Problems II. Emphasizes assisting patients from adolescence through senescence to reach or maintain the highest level of health and functioning, with a focus on health promotion, health maintenance, and primary care management of common acute or chronic problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private, internal, and family medicine practices, and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. 104 clinical hours. Summer course is on campus. Fall course is online. 3 credits.

335. Advanced Concepts of Health Assessment. This course is designed for individuals who wish to strengthen their physical assessment knowledge but are not intending to prepare for a clinical APN (advanced practice nursing)

role. It helps students enhance theoretical foundations related to conducting a comprehensive, focused assessment of an adult. 2 credits.

336. Physical Assessment in Advanced Practice Nursing. The course is a combined lecture and laboratory experience designed to increase assessment skills appropriate for advanced practice registered nurses. Provider-patient interaction, data collection, and diagnostic reasoning are emphasized. Attention is given to the anatomic and physiologic changes that differentiate pathology from normal changes associated with growth and development throughout the lifespan with a pediatric focus. The clinical experience takes place in the Duke University skills labs and with preceptors in outpatient and inpatient settings. 4 credits.

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

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

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

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

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

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

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

401. Managing Complex Health Care Systems. This course is an in-depth analysis of health care organizations as complex adaptive systems. The continuous change and unpredictability of complex systems, such as health care delivery systems, the importance of relationships, and the role of self-organization, emergence and co-evaluation will be explored. Implications for management will be explored including sense making, learning, improvisations, thinking about the future, and designing as substitutes for traditional activities of command, control, prediction and planning when managing complex health care systems. (Online). 3 credits.

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

404. Health Care Economics. Health care costs continue to be an increasing percentage of the United States' gross national product. This course focuses on health care financing as an essential foundation for the delivery of health care services. Students will study the principal ways in which health care is organized and financed and how policy influ-

ences health care environment, particularly related to access, cost and quality. Current issues in health care organizational structure and financing will be analyzed through case studies. (Online). 3 credits.

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

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

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

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

410. Health Information Exchange Standards, Methods and Models. This course introduces students to the broad landscape of data standards necessary to achieve interoperability within and among complex healthcare organizations. Standards addressed relate to the planning phases for health information technology (HIT) systems, as well as data structures, terminology, data transport, electronic health records, personal health records, decision support, privacy, and security. The creation, functionality, uptake, and usability of standards from both national and international perspectives are discussed, along with models for local and regional health information exchange. Consent of instructor required. 3 credits.

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

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

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

416. System Design, Implementation, Evaluation and Maintenance. This course introduces students to the challenges and solutions associated with privacy processes and infrastructure requirements related to health information systems. Policy, legal and technological issues that provide for the secure and confidential collection and

exchange of health information are explored, along with codes of ethics, risk assessment processes, industry standards, security policies and procedures, HIPAA regulations, and hardware and software concerns. Consent of instructor required. 3 credits.

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

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

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

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

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

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

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

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

429. Clinical Integration Course for Pediatric Acute and Chronic Care for the FNP. Focuses on pathophysiological mechanisms, clinical decision-making and treatment modalities in managing health problems seen in acutely, intensively and chronically ill infants, children and adolescents in the hospital, home or long-term care facility. A major focus of the course will be on expanding the pediatric pharmacological knowledge basic to assessment and management of pediatric patients with common acute and chronic health problems. Complex technology used in the management of pediatric patients is integrated into the course. Integration of the family into the health care plan and

developmentally appropriate care are overarching themes. Primary care issues such as immunizations, minor illnesses and health promotion are reviewed. Pediatric clinical hours are a part of this course. Prerequisites: Nursing 329 and 431. 6 credits.

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

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

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

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

441. Child Health in Family Care. This course focuses on children from infancy through adolescence within the contextual frameworks of family, school, and community. The course addresses pathophysiology of common pediatric illnesses, differences in pediatric assessment, growth and development, health maintenance, and anticipatory guidance needs of various age groups. The role of the family nurse practitioner in the management of common primary health care problems of children is emphasized. Clinical practice is in primary care settings that serve children: public health departments, school-based clinics, public and private family and pediatric practice sites, and rural/urban community health clinics. 104 clinical hours. 4 credits.

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

445. Concepts of Advanced Management of Patients with Diabetes and Selected Metabolic Disorders. Focus on the pathophysiology and management of patients with diabetes and selected metabolic disorders. Content on prevention, diagnosis and clinical treatment for diabetes throughout the adult lifespan, along with surveillance and identification of complications related to diabetes. Prerequisite: Nursing 333. 3 credits.

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

447. Nutritional Management for Diabetes and Cardiovascular Risk Reduction. Describe culturally relevant strategies for lifestyle and nutritional management of diabetes and cardiovascular disease. Focus on nutritional

assessment, planning and counseling for adult and adolescent patients with diabetes and cardiovascular disease. Course content will include medical nutritional therapy for management of diabetes and carbohydrate counting with strong emphasis on nutritional strategies for lipid management, cardiac risk reduction, and treatment of obesity. Strategies for health behavior change and change theory included. 1 credit.

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

450. Management of Critically Ill Adult-Gerontology Patients I. Focuses on pathophysiological mechanisms (cardiovascular, pulmonary, and hepatic), clinical decision making, and treatment modalities for managing common problems seen in acutely/critically ill patients from adolescence through senescence. Integration of technological aspects of care is emphasized in both the didactic and clinical components. 200 Clinical hours. Current ACLS certification required. 4 credits.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

493. Introduction to Clinical Research Data Management: Theory and Practice. This graduate course focuses on data collection, tools, systems, and methods used for clinical research. The course is designed to provide a foundation and working knowledge of data management topics relevant to research in health care settings. These

include health and research informatics, data collection from design and validation, data standards, choosing and using software for data processing and management, and regulations applicable to research data management. Summer. 3 credits.

498. Synthesis of Specialty Practice. 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. Variable credit.

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

512. Pharmacology of Anesthetic Agents I. 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.

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

514. Pharmacology of Anesthetic Agents II. 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.

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

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

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

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

522. Advanced Pathophysiology Across the Lifespan 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. 3 credits.

526. Professional Aspects of Nurse Anesthesia Practice. Analysis of nurse anesthesia professional associations and councils, legal aspects governing nurse anesthesia practice, hospital and governmental regulator agencies, nurse

anesthesia scope of practice, the impaired practitioner, and ethical and professional considerations relating to the nurse anesthesia profession. Consent of instructor required. Spring. 3 credits.

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

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

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

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

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

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

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

544. Innovations in Clinical Teaching and Evaluation. This course provides an overview of traditional and contemporary approaches to teaching and learning in the laboratory and clinical environments, as well as an analysis of issues related to the evaluation of students' clinical/lab performance. Prerequisite: Nursing 543. 1 credit.

545. Integrating Technology into Nursing Education. This course provides students with an opportunity to explore the evolving use of technology to facilitate learning and professional development. Issues related to the

integration of technology into nursing education will be explored, and students will study specific technologies in depth to determine their most effective use in the educational arena. Prerequisite: Nursing 543. 1 credit.

546. Innovative Curriculum Development in Nursing. This course prepares nurse educators to develop educationally-sound, internally-congruent, innovative curricula for pre-licensure RN programs. Internal and external factors that influence the development of curricula will be explored, as well as issues related to curriculum development that are being addressed in the nursing and higher education communities. Prerequisite: Nursing 543. 2 credits.

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

548. Test Construction and Item Analysis. This course prepares students to create and critique objective tests. It includes the concepts of test blueprinting, exam administration and scoring, test data statistical analysis, grade assignment, and test development software implementation. Prerequisite: Nursing 543. 2 credits.

549. Using Qualitative Assessment and Evaluation Strategies. This course provides students with the opportunity to explore a wide range of methods that can be used to evaluate student learning, with the exception of multiple-choice tests and clinical performance since those topics are addressed in another course. Students explore the most appropriate use of papers, group projects, care plans, concept maps, presentations, class participation, and other methods to evaluate learning in the cognitive, affective, and psychomotor domains. In addition, issues related to the grading of such products are examined. Prerequisite: Nursing 543. 1 credit.

550. Role of the Nurse Educator: Issues and Challenges. This course provides students with the opportunity to explore the multiple dimensions of the nurse 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. Prerequisites: Nursing 543, 544, 545, 546, 547, 548, and 549. Co-requisite: Nursing 553 (except by permission of instructor). 1 credit.

551. 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. This course will be taught online. 3 credits.

552. 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. Taught online. 1 credit.

553. Synthesis: Implementing the Nurse Educator Role. This culminating course provides students with the opportunity to implement the nurse educator role in an academic or staff development setting, under the guidance of and in collaboration with an experienced teacher. Students 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. Prerequisites: Nursing 543, 544, 545, 546, 547, 548, and 549. Co-requisite: Nursing 550. 3 credits.

560. Critical Analyses of Health Communication Theory and Practice. In light of the fact that health communication is central to the delivery of health care and influencing change in the health care system, this graduate-level course enables students to critically review, synthesize and apply theories of health communication for purposes of promoting health behavior change (e.g., primary and secondary prevention) and improving patient care. It addresses communication that occurs through various venues (e.g., in-person, media, health care settings), and it is designed to

help students learn how to critically evaluate a wide range of health communication interventions and strategies. Consent not required if student is matriculated in the Duke School of Nursing MSN, PhD or DNP programs. Otherwise instructor consent required. 3 credits.

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

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

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

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

576. Fundamentals of Musculoskeletal Care 1. This course will prepare the advanced practice nurse to evaluate and manage selected chronic and acute musculoskeletal conditions across the lifespan, with a primary emphasis on care of the adolescent and adult. The course will focus on outpatient management of orthopedic conditions but will include discussion of operative interventions for musculoskeletal conditions. This online course has one required campus-based multiday session designed primarily to solidify musculoskeletal assessment and diagnostic reasoning skills. 3 credits.

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

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

601. Philosophy of Science and Theory Development. Focus is on the purposes of science, scientific process, and knowledge development as debated in current literature. Debates arising from 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. Permission of the department required. 3 credits.

602. 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.

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

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

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

606. Qualitative Research 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. Permission of department required. 3 credits.

607A. 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. Permission of department required. 3 credits.

607B. 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. Permission of department required. 3 credits.

608. 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. 3 credits.

609. 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. Permission of department required. 3 credits.

611. Introductory Statistics. This course is designed to be an investigation into statistical elements and analyses commonly used in health and behavioral sciences. Focus is on gaining an understanding of statistical elements and tests involved in health science research. Topics will include measures of central tendency and variability, hypothesis testing, descriptive statistics, correlation, t-tests, ANOVA, simple and multiple linear regression, logistic regression, and non-parametric procedures in SAS. A SAS training course is offered as part of the course. The course will examine statistical test assumptions for parametric test involved in nursing research. The student will apply concepts by entering, analyzing, and interpreting data sets using SAS procedures. This course will also provide students with the ability to critically think about research methodology and testing used in nursing research. Fall. 3 credits.

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

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

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

615. Measurement 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.

650. Evidence-Based Practice I: Locating, Appraising and Synthesizing 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. 3 credits.

651. Evidence Based Practice II: Designing, Implementing and Evaluating. Builds on Nursing 650, using innovation science and quality improvement research to examine the applicability of evidence based practice or practice guidelines in an organizational setting, translating the evidence into a practice protocol, implementing the protocol, and evaluating the effectiveness of the EBP in improving outcomes. Quality improvement models and processes as methods of using 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 650; pre- or co-requisite: Nursing 656. 3 credits.

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

653. Data Driven Health Care Improvements. Designed to help students learn to select and manage data sources, information systems, and quality metrics for analyzing clinical data to influence health policy and improve patient safety and quality of care at all health system levels. Multi-professional teamwork and informatics solutions are

emphasized in the context of a quality improvement culture. Critical thinking, professional ethics, and data quality are explored for a variety of analytic methods and quality metrics. Pre-requisites: Master's degree in Nursing, or related healthcare specialty (students who have completed 3/4 coursework towards master's preparation may be eligible to enroll - permission of instructor and advisor required). 3 credits.

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

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

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

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

658. Comparative International Health Systems. Explains the interconnectedness of health systems in terms of the classic Milton-Roemer model. Students will become "experts" about a health system of their choice outside the United States. We will examine a range of health systems with respect to their own published data, as well as data collected, and analyses conducted, by international organizations. Students will analyze and compare four models (Beveridge, Bismarck, National Health Insurance and Out-of-Pocket) in terms of quality, access and cost of care. Emerging health care system structures and the pressures experienced by each will be analyzed in terms of current epidemiological transitions. 3 credits.

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

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

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

998. General Elective. This course is to be used for matriculation planning purposes only in lieu of a general elective requirement. Variable credit.

999. Clinical Elective. This course is to be used for matriculation planning purposes only in lieu of a clinical elective requirement. Variable credit.



Financial Aid

Overview

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

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

Although the information in this chapter was current at the time of bulletin revision, the average amount awarded to individuals by any given funding source may vary considerably from year to year, dependent on availability of funding. Prospective students are therefore encouraged to update the information in this bulletin by periodically visiting the websites of financial aid programs that support nursing education.

Financial Aid: ABSN, MSN, and DNP Programs

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

Accelerated Bachelor of Science in Nursing: Financial Aid

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

Duke University School of Nursing Scholarships

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

Duke University Scholars Program

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

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will

be provided annually for a select number of students in the ABSN Program as part of the Yellow Ribbon initiative.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$5,500 per year for ABSN students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of ABSN students, and provides up to \$20,500 through the Department of Education to students enrolled at least half-time.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

North Carolina State Education Assistance Programs

- **Forgivable Education Loans for Service** provides financial assistance to qualified North Carolina residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing).

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA NURSE Corps Scholarship Program** provides significant tuition fees and monthly living allowance to selected applicants in return for service at a health care facility experiencing a critical nursing shortage.
- **Federal HRSA NURSE Corps Loan Repayment Program** repays up to 85 percent of the student loan balance of selected applicants in exchange for two to three years of service in a nonprofit health care facility.

Master of Science in Nursing: Financial Aid

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

Duke University Health System Tuition Assistance Program

- **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 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 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 (ANP/FNP) Scholarships** provide awards of \$22,000 per year through a HRSA ANEE grant to new and continuing students in the adult nurse practitioner (ANP) and family nurse practitioner (FNP) majors. For more information and to apply, visit <http://nursing.duke.edu/financial-aid/anpfnp scholarship>.
- **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.
- **Comprehensive Geriatric Education Program (CGEP) Traineeships.** The traineeships are provided through a CGEP grant awarded to DUSON in July 2012 by the Health Resources and Services Administration. Traineeships include \$30,000 of tuition support for full-time students and \$15,000 tuition support for part-time students enrolled in the adult-gerontology nurse practitioner (A-GNP) major in the MSN Program. For more information, visit <http://nursing.duke.edu/financial-aid/cge-program-traineeships>.

Duke University Scholars Program

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

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the MSN Program as part of the Yellow Ribbon initiative.
- **DUSON Active Duty Military Scholarship.** Active duty military students may apply for a special scholarship program funded by the Duke University School of Nursing. For more information and to apply, visit <http://nursing.duke.edu/academics/specialized-programs/military>.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$8,000 per year for MSN students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of MSN students, and provides up to \$20,500 through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree-seeking program.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.
- **Nurse Faculty Loan Program** is funded by a HRSA grant and assists nursing education students enrolled at least half-time with tuition expenses. The program provides forgiveness of up to 85 percent of the loan for those who work as full-time nursing faculty for a period of time after graduation.

North Carolina State Education Assistance Program

- **Forgivable Education Loans for Service** provide financial assistance to qualified NC residents who are committed to working in North Carolina in fields designated as critical employment shortage areas (i.e., nursing).

Federal Sponsored Scholarship and Loan Programs

- **National Health Service Corps (NHSC) Scholarships** provide tuition funding plus monthly living expense payments for nurse practitioner students who agree to work for two to four years after graduation in a health professional shortage area (HPSA).
- **National Health Service Corps (NHSC) Loan Repayment Program** provides nurse practitioners with up to \$60,000 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.

Doctor of Nursing Practice: Financial Aid

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

Duke University Health System Tuition Assistance Program

- **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 University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides DNP students who demonstrate significant financial need with a grant toward their tuition for up to six semesters.

- **Federal HRSA Traineeships** (if awarded to the Duke University School of Nursing) may provide significant funding for students who intend to work in a rural or underserved area after graduation and meet degree-seeking requirements.

Duke University Scholars Program

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

Military Benefits

- For eligible veterans and their dependents, Duke University School of Nursing is a participant in the **Yellow Ribbon Program** of the Post 9/11 GI Bill, which the federal government adopted in 2008. Scholarships will be provided annually for a select number of students in the DNP Program as part of the Yellow Ribbon initiative.
- **DUSON Active Duty Military Scholarship.** Active duty military students may apply for a special scholarship program funded by the Duke University School of Nursing. For more information and to apply, visit <http://nursing.duke.edu/academics/specialized-programs/military>.

Loan Programs

- **Federal Perkins Loan** is a low-interest loan funded by the federal government and administered by Duke of up to \$8,000 per year for DNP students who demonstrate significant financial need.
- **Federal Stafford Loan Program** is the most common student loan program for funding the education of DNP students, and provides up to \$20,500 through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree seeking program.
- **Alternative/Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.
- **Nurse Faculty Loan Program** is funded by a HRSA grant and assists DNP students enrolled at least half-time with tuition expenses. The program provides forgiveness of up to 85 percent of the loan for those who work as full-time nursing faculty for a period of time after graduation.

North Carolina State Education Assistance Program

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

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.

Financial Aid: PhD Program

The [PhD Program in Nursing](#) is a program of the Duke University Graduate School, and follows Duke University policies and requirements as described in the [2013-14 Bulletin of the Duke University Graduate School](#). Funding support for PhD students is arranged through The Graduate School and not through the School of Nursing.

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

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

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

- **Hartford Foundation Building Academic Geriatric Nursing Capacity Predoctoral Scholarship Program.** This predoctoral scholarship program is designed to support two years of doctoral work for nurses committed

to careers in academic geriatric nursing. The program awards a total of \$100,000 (\$50,000 per annum) to each selected predoctoral Scholar.

- **Ruth L. Kirschstein National Research Service Awards for Individual Predoctoral Fellows in Nursing Research (F31).** This fellowship program provides predoctoral training support for students in nursing. Faculty will assist PhD students in the second semester of nursing doctoral study to develop an NRSA application that proposes an individualized research training program and dissertation research that is consistent with the scientific mission of the National Institute of Nursing Research.
- **Duke University Scholarships.** Duke Graduate School provides additional scholarship opportunities to all Duke University Graduate School students. For more information about Graduate School funding or federal loans, please contact The Graduate School Financial Aid Office by e-mailing lisa.roop-wioskowski@duke.edu or calling (919) 681-3247.

Please consult the *PhD Program in Nursing Graduate Student Handbook for 2013-2014* for additional information about the funding support policy of the PhD Program, or contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797).

Financial Aid: Specialized Programs

Post-Master's Certificate Option: Financial Aid

Duke is committed to helping post-master's certificate students afford our high-quality Duke education by identifying financial aid and loan programs.

Duke University Health System Tuition Assistance Program

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 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-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.

Loan Programs

- **Federal Stafford Loan Program** is the most common student loan program for funding the education of Post-Master's Certificate students, and provides up to \$20,500 through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loan** is a credit-based program that allows funds to be borrowed in the name of a graduate or professional student who is enrolled at least half-time in a degree-seeking program.
- **Alternative/ Private Loan Programs** are loans applied for and approved by an outside lender that are designed to assist students who need additional funding to meet the gap between the cost of attendance and any other financial aid they receive.

Graduate Certificate in Health Informatics: Financial Aid

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

Duke University Health System Tuition Assistance Program

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 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.

Loan Programs

- **Federal Stafford Loan Program** is the most common student loan program for funding the education of Graduate Certificate students, and provides up to \$20,500 through the Department of Education to 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.

Applying for Financial Aid

ABSN, MSN, and DNP Programs

Eligibility

Any ABSN, MSN, or DNP applicant or current student who is a US citizen or an eligible noncitizen is eligible to apply for financial aid.

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

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

How to Apply for Financial Aid

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

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

Free Application for Federal Student Aid (FAFSA). All new students interested in applying for federal financial aid or Duke University School of Nursing need-based scholarships must complete the [Free Application for Federal Student Aid \(FAFSA\)](#), available online through the Department of Education, and the DUSON Financial Aid Application, available in the [Forms section](#) of the Financial Aid page of the Duke University School of Nursing website. FAFSA applications must be renewed yearly. Duke University’s FAFSA school code is 002920. Financial aid priority deadlines will be communicated through the Duke Days presentation materials and updated in the Financial Aid section of the School of Nursing website.

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

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

- **Registered Nurse Tuition Assistance Program (RNTAP)** funds up to 90 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-master’s, or DNP students in the School of Nursing and meet RNTAP requirements, in return for a continued employment commitment. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Program** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. [Application materials and deadlines](#) may be found on the Duke Human Resources website.

PhD Program

Arrangements for additional financial aid for graduate study in the PhD Program should be made by contacting The Graduate School financial aid officer at lisa.roop-wioskowski@duke.edu or (919) 681-3247.

Students who have passed the preliminary (admission to PhD candidacy) exam may apply to The Graduate School for additional sources of funding to support research and writing. Information about The Graduate School awards and opportunities for external funding support is provided in the *PhD Program in Nursing Graduate Student Handbook for 2013-2014*.

Post-Master's Certificate Option and Graduate Certificate in Health Informatics

Eligibility

Any post-master's certificate, or graduate certificate in health informatics applicant or current student who is a 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."

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

Free Application for Federal Student Aid (FAFSA). All students interested in applying for federal financial aid must complete the [Free Application for Federal Student Aid \(FAFSA\)](#), available online through the Department of Education.

- FAFSA applications must be renewed yearly. Duke University's FAFSA school code is 002920.
- Financial aid priority deadlines will be communicated in the Financial Aid section of the School of Nursing website.

Duke Employee Programs. Employees of Duke University and Duke University Health System enjoy some of the best educational support benefits in the nation. Some programs are available only to Duke employees who attend, or who graduated from, 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-master's, or DNP students in the School of Nursing and meet RNTAP requirements, in return for a continued employment commitment. More information and application can be found on the DUHS intranet. Application materials and deadlines may be found on the DUHS intranet.
- **Duke Employee Tuition Assistance Programs** provides up to \$5,250 per calendar year in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina. [Application materials and deadlines](#) may be found on the Duke Human Resources website.

Nondegree Students

Nondegree students are not eligible for financial aid.

Additional Resources

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

- **Foundation and Organization Scholarships.** Some students with unique needs or who meet specific qualifications may find additional scholarship or loan assistance through foundations and other organizations. Additional information regarding outside scholarships may be found in the Financial Aid section of the Duke University School of Nursing website.
- **Cost of Attendance Estimates.** [Cost of attendance estimates for the 2013-2014](#) academic year are available online for the ABSN, MSN (separate estimates for standard MSN and CRNA), and DNP programs. These estimates, which include tuition and fees plus estimates for housing, food, transportation and miscellaneous expenses are available for use by applicants for student loans and scholarships.

- **Student Bills and the Bursar's Office.** The [Bursar's Office](#) manages tuition and fee charges and financial aid posted to student accounts, and can assist with billing questions. Students should contact the Bursar's Office to inquire about refunds and billing inquiries.

School of Nursing Scholarships

The Duke University School of Nursing awards need-based scholarships for students in the 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. However, all scholarship funds are pooled to ensure that student scholarships can be funded for the duration of the student's eligibility. Students need not apply for a specific scholarship fund. When students complete the [Free Application for Federal Student Aid \(FAFSA\)](#) with the intention of applying for need-based scholarship assistance, they are applying for and are considered for all scholarships in the pool for which they qualify. The "pool" approach ensures that students will continue to receive scholarship funding regardless of the fund balance in any particular scholarship fund.

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

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

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

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

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

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

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

The Helene Fuld Health Trust Scholarships 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."

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Bobbi Belfor Lucovsky Scholarship was established in 2011 by her husband, Dr. Gerald Lucovsky. The fund will be used to fund scholarships to School of Nursing students.

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

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

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

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

The Margaret Lightsey MacMillan Payne Scholarship was established in 2012 by Margaret Payne. The fund will be used to fund scholarships to School of Nursing students.

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

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

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

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

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

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

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

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

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

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

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

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-master's certificate option, and Doctor of Nursing Practice Program of the Duke University School of Nursing. Details are available online at the [Tuition and Fees](#) page of the School of Nursing website.

Because the PhD Program in Nursing is a program of The Graduate School of Duke University, its tuition and fees follow a different structure, in accordance with The Graduate School's policy. Prospective and current PhD students will find detailed information about tuition and fees in the [2013-14 Bulletin of the Duke University Graduate School](#).

Tuition: ABSN, MSN, and DNP Students

Tuition costs

For students in the ABSN Program, MSN Program, and DNP Program, tuition is charged on the basis of cost per credit hour.

Current tuition costs for the Duke University School of Nursing (as of Fall 2013) are as follows:

- \$1,111 per undergraduate (200-level) credit hour
- \$1,425 per graduate (300-level and above) credit hour (tuition for part-time students is calculated at the same rate)

Tuition: PhD Program in Nursing

Tuition Costs

The PhD Program in Nursing is a program of the Duke University Graduate School, and its tuition costs are determined by The Graduate School. For further information concerning tuition in the PhD Program, please consult the [2013-14 Bulletin of the Duke University Graduate School](#) or contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797.

Tuition: Post-Master's Certificate, Graduate Certificate in Health Informatics, and Nondegree Students

Tuition Costs

For post-master's certificate, graduate certificate in health informatics, and nondegree students, tuition is charged at the graduate rate (\$1,425 per credit hour as of Fall 2013).

Fees

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

Academic Program Fees

Academic Fees: ABSN, MSN, and DNP Degree Programs

Unless otherwise indicated, the fees described below pertain to students in the ABSN Program, MSN Program, and DNP Program.

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

Technology Fee. A \$150 per semester fee is assessed for technical support from the Center for Instructional Technology and Distance Learning (CITDL).

Continuation of Enrollment Fee. A fee of \$1,425 (equivalent to one graduate credit hour) is assessed if a student cannot complete a clinical course within the required semester and must extend the clinical component of the course into the following semester(s).

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

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

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

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

International Cultural Immersion Program Fees. One of these three International Cultural Immersion Program travel fees will be charged to students who enroll in the applicable course offered in conjunction with the School of Nursing's Office of Global and Community Health Initiatives (OGACHI) which manages student travel abroad for the School. International Fee for International Cultural Immersion Program Travel to African Countries (\$4,500); International Fee for International Cultural Immersion Program Travel to Caribbean Countries (\$2,500). International Fee for International Cultural Immersion Program Travel to Asian Countries (\$4,000).

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

Academic Fees: PhD Program

Fees charged to PhD students are determined annually by The Graduate School of Duke University. For details, visit the online summary provided in the [Cost of Attendance page](#) on The Graduate School website and the Financial Information section of the [2013-14 Bulletin of the Duke University Graduate School](#), or contact the PhD Program coordinator at revonda.huppert@duke.edu or (919) 668-4797.

Nonacademic Fees

Student Health Fee

ABSN, MSN, and DNP Students. All enrolled full-time students and part-time degree candidates are assessed a mandatory student health fee each semester. Student health fees are \$309 for each of for the fall and spring semesters, and \$218.50 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 [2013-14 Bulletin of the Duke University Graduate School](#).

Post-Master's Certificate, Graduate Certificate, and Nondegree Students. All on-campus students enrolled full-time or part-time are assessed a mandatory student health fee each semester. Student health fees are \$309 for each of for the fall and spring semesters, and \$218.50 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 \$16.75 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 option and graduate certificate in health informatics students. This activity fee is not charged to PhD students because it is now included in the PhD Program package.

Recreation Fee. Graduate and professional students are charged a recreation fee of \$87 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 option and graduate certificate in health informatics students.

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





Payment of Accounts

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

Refunds

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

- In the event of death, tuition and fees will be fully refunded to the estate of the deceased.
- In all other cases of withdrawal from the university, students may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:
 - withdrawal before classes start: full refund;
 - withdrawal during the first or second week of classes: 80 percent refund (the student health fee will not be refunded);
 - withdrawal during the third, fourth, or fifth week of classes: 60 percent refund (the student health fee will not be refunded);
 - withdrawal during the sixth week of classes: 20 percent refund (the student health fee will not be refunded); or
 - withdrawal after six weeks: no refund.
- Grants and scholarships will be adjusted on the same pro-rata basis as tuition and will not be refunded or carried forward.
- Federal loans must be adjusted proportional to the number of days attended within the semester, in accordance with federal regulations. More information may be found in the [Financial Aid](#) section of the Duke University School of Nursing website, under [Policies and Procedures](#).



Student Life

Student Government

Duke University School of Nursing Student Council

The [Duke University School of Nursing Student Council](#) is the governing body for all students in the school, and is composed of elected officers and class representatives. Its sole purpose is to serve the students' educational and professional needs and provide a formal structure for student participation in a wide variety of events within the school. Activities include submitting information to the student listserv covering local events and opportunities of interest to students, cosponsoring events at Duke with other organizations, (i.e., Duke University and Duke Medicine organizations, the local chapter of Sigma Theta Tau, and the Duke University School of Nursing Alumni Association). The Student Council enhances students' educational experience by increasing awareness of resources and student services, encouraging student involvement in DUSON activities, and sponsoring events throughout the school year, including alumni and student socials, service projects, and career planning events.

Graduate and Professional Student Council (GPSC)

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

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

School of Nursing Associations

SigmaTheta 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.

DUSON Student Nurses Association

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 \(NCANS\)](#). Purposes of the organization include: to assume responsibility for contributing to nursing education in order to provide for the highest quality of health care; to provide programs representative of fundamental interests and concerns to nursing students; and to aid 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.

Duke Student Registered Nurse Anesthetist (SNRA) Association

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

Duke Chapter of the American Assembly for Men in Nursing (DAAMN)

[Duke Chapter of the American Assembly for Men in Nursing](#) 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.

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.



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.

The Duke University School of Nursing Alumni Association

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

develop opportunities for interaction between DUSON, Duke University, students and alumni. The alumni association also sponsors regional events and Reunion Weekend events (receptions, annual presentation of recognition and awards, networking opportunities).

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

Student Affairs and Campus Life

Duke University Student Affairs

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

- The [Center for Sexual and Gender Diversity](#) provides education, advocacy, support, and space for lesbian, gay, bisexual, transgender, questioning, and straight-allied students, staff, and faculty at Duke, alumni/ae and community members.
- The [Center for Multicultural Affairs](#) provides support services for students of color and cultural communities and offers educational opportunities and resources in the areas of diversity and multicultural education to the campus at-large.
- The [International House](#) (Ihouse) assists internationals and their families with orientation and acclimation; enhances cross-cultural interaction through programming and community outreach; and provides advocacy and support for the Duke international community.
- [Jewish Life at Duke](#) 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](#) works with the Muslim Students Association to enrich 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](#) promotes a campus culture that ensures the full participation and agency of women students at Duke, and welcomes men and women alike who are committed to gender equity and social change.

Duke Center for Civic Engagement

The [Duke Center for Civic Engagement \(DCCE\)](#) facilitates participation in civic engagement at and beyond Duke, and serves as a catalyst for creative, collaborative partnerships linking Duke University with the wider Durham community. Its DCCE–Durham Programs office functions as a clearinghouse for local volunteer and service opportunities for students. DCCE oversees the [DukeEngage](#) program, which places students in local, national, and international immersive summer internship programs that expose students to social, economic, cultural, and environmental issues.

Athletics and Recreation

Sports

Duke University, a member of the Atlantic Coast Conference (ACC), fields teams in twenty-six NCAA Division I varsity sports. Men's intercollegiate sports include baseball, basketball, cross country, fencing, football, golf, lacrosse, soccer, swimming and diving, tennis, track and field, and wrestling. Women's intercollegiate sports include basketball, cross country, fencing, field hockey, golf, lacrosse, rowing, soccer, swimming and diving, tennis, track and

field, and volleyball. Schedules for all intercollegiate sports are posted on GoDuke.com, the official athletics website of Duke University. Graduate and professional students can attend most intercollegiate sports events without charge (student ID required), with the exception of men's basketball games. A limited number of season tickets to men's basketball games is allocated each year to graduate and professional students, and eligibility to purchase these tickets is determined each September through the [Graduate and Professional Student Council Basketball \(GPSC\) Ticket Campout](#). All students who complete the campout weekend without missing two attendance checks are entered in a lottery, and each lottery winner is allowed to buy one season ticket. If the section reserved for undergraduates has not been filled, graduate and professional students without season ticket cards may be admitted to men's basketball games free of charge a few minutes before game time (student ID required). Graduate and professional students may attend women's basketball games free of charge (student ID required), although ticket availability may be limited for certain games.

Intramural and Club Sports

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

Recreational Facilities

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

Interdisciplinary Centers of Interest

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

The [Center for Documentary Studies at Duke University](#) (CDS) provides education and engagement in collaborative documentary work at Duke and in the surrounding community. CDS documentary studies are based on extended fieldwork using photography, film/video, audio, and narrative writing, and balance community goals and individual artistic expression. CDS promotes and displays documentary work to regional, national, and international audiences. Multimedia documentary exhibits are on display in several galleries within the DCS facility and online.

The [Duke Lemur Center](#), located on eighty-five acres within Duke Forest, is the world's largest sanctuary for rare and endangered prosimian primates. The facility houses about 250 animals, including fifteen species of lemurs. The Lemur Center embodies a holistic approach to conservation of prosimians and their natural habitat through international collaboration, research, and scholarship. [Tours of the Lemur Center](#) can be arranged by appointment.

The Arts at Duke

Online Calendars

The Duke University and Durham community online calendars provide information about dates, times, and locations for campus and community events respectively. These calendars feature events of all types and provide comprehensive coverage of local arts programming.

- [Events@Duke](#), the online events calendar for Duke University, provides dates, times, and locations for campus events of all types. Click on the arts calendar view for information about musicals, dance, and theater performances, readings, master classes, film/movies, and visual arts exhibits.

- The [Durham Event Calendar](#) includes sections that list musical, dance, theatrical, and film events, literary events (readings, poetry) and visual arts exhibitions in the Durham area, within and beyond Duke University.

Performing Arts

Performing arts and cultural events at Duke University are sponsored by a variety of university and student-led organizations and academic departments, including (but not limited to) those listed below:

Duke University academic departments and programs that sponsor programming in the performing arts include:

- The [Department of Music](#) sponsors performances by the Duke Chorale, Duke Collegium Musicum, Duke Djembe and Afro-Cuban Percussion Ensemble, Duke New Music Ensemble, Duke Jazz Ensemble and Jazz Combos, Duke Opera Workshop, university community by audition. Links to websites for each of these ensembles can be accessed through the [Department of Music Ensembles](#) website. The Department of Music also sponsors solo and chamber music performances by Duke faculty and students and by visiting musicians.
- The [Department of Theater Studies](#) programming includes performances by the [Duke Players](#) (theatrical performances featuring Duke students) and [Theater Previews at Duke](#).
- The [Duke Dance Program](#) features master classes, residencies, and performances by visiting artists and sponsors dance performances by Duke faculty and students.
- The [Arts of the Moving Image Program](#), which offers interdisciplinary studies in production, history, and critical analysis of film, television, animation, and computer-generated media, sponsors the [Screen/Society](#) film and video series.

Duke Performances

Performances provides cultural programming through a number of series covering the full range of the performing arts (both traditional and nontraditional) from diverse cultures. Programming includes ongoing classical series (Duke Artists Series, Chamber Arts Society, Piano Recital Series, Ciompi Quartet) and several unique themed series each year which may include jazz, roots, folk, and/or world music, dance, theater, and interdisciplinary performances. Links to all of these series can be accessed through the [Duke Performances](#) website.

Duke University Union (DUU)

[Duke University Union](#) is a student-run umbrella organization responsible for a variety of campus programming initiatives, including: Duke Coffeehouse (diverse local arts programming); Duke Student Broadcasting (television, online media); Freewater Presentations (multiple film series including mainstream, independent and foreign, documentary and classic films); Freewater Productions (student-run film/video production); Innovations; Jazz@ (live weekly jazz performances by university and local musicians at the Mary Lou Williams Center for Black Culture); Joe College Concerts; LDOC (Last Day of Classes concerts); Major Attractions (major musical acts from a wide array of genres, emphasizing popular artists and bands); Small Town Records (student-run record label supporting Duke University student artists); Speakers and Stage (professional touring productions of drama and comedy, speakers, and music); VisArts (arranging art exhibitions in several campus galleries); and WXDU (student-run FM radio station). Links to websites for DUU-sponsored programs can be accessed through the [Duke University Union](#) website.

Duke Chapel Choir

The [Duke Chapel Choir](#) is the 130-voice resident choir for Sunday services at Duke Chapel. Annual performances of Handel's "Messiah" each December are a long-standing Duke tradition.

Student-Run Performing Arts Organizations

Student-run performing arts organizations independent of the Duke University Union include dance organizations, theater and comedy groups, and vocal ensembles. The lists below represent only a sample of the wide variety of student-led performing arts organizations at Duke University:

- **Dance organizations:** Dance Black, Dance Slam, Defining Movement, Duke Chinese Dance Troupe, Duke Dhamaka, On Tap, Precision Step team, Sabrosura Latin Dance Troupe.
- **Theater and comedy groups:** Hoof 'n' Horn (musical theater), Karamu Drama Group (African American/ ethnically diverse theater), Duke University Improv (improvisational comedy).
- **Vocal ensembles:** United in Praise (gospel choir); a capella ensembles (mixed: Rhythm & Blue, Something Borrowed, Something Blue; men's: The Pitchforks, Speak of the Devil; women's: Deja Blue, Lady Blue, Out of the Blue, Sapphire).

American Dance Festival

The [American Dance Festival](#) (ADF), an independent arts organization headquartered in Durham since 1977, presents a six-week program each summer on the Duke University campus. This program provides professional training for dancers, choreographers, and teachers, and it features classes, residencies, and performances by major established companies and emerging artists from around the world.

Visual Arts

Nasher Museum of Art

The [Nasher Museum of Art](#) at Duke University, designed by architect Rafael Viñoly, includes gallery space for both visiting art exhibitions and ongoing displays from the permanent collection (which is particularly strong in medieval and Renaissance art, African art, ancient American/pre-Columbian art, and Classical Greek and Roman antiquities, with a developing focus on modern and contemporary art). The museum building includes meeting spaces, auditorium, classrooms, and a café, enabling it to host performances, lectures, films, and social events fostering multidisciplinary learning in the visual arts. Admission is free to Duke students, faculty, staff and Durham residents, although tickets must be purchased for some special exhibitions.

Department of Art, Art History, and Visual Studies

The [Department of Art, Art History, and Visual Studies](#) supports residencies by visiting artists, and provides space for the creation of visual, digital, and multimedia art in the Arts, Culture, and Technology Studios of the Smith Warehouse on Buchanan Street.

Duke Landmarks

Duke Chapel

[Duke Chapel](#), one of the most widely recognized symbols of Duke University, is at the center of the Gothic West Campus. Built in 1932, the chapel is dominated by a 210-foot tower housing a fifty-bell carillon. Other outstanding features include seventy-seven stained-glass windows and three exceptional pipe organs. Ecumenical worship services with music by the Chapel Choir are held every Sunday at 11 a.m.. The chapel hosts a wide variety of musical performances by university, community, and visiting artists. Duke Chapel is open to visitors from 8 a.m. to 10 p.m. during the academic year and from 8 a.m. to 8 p.m. during the summer, except during services. The dean of the chapel and the director of religious life collaborate with campus ministers and staff representing Protestant, Roman Catholic, Orthodox, Jewish, Muslim, Hindu, Buddhist and other faith communities and other groups in a multifaceted ministry that can respond to the plurality of religious interests on campus.

Duke Forest

[Duke Forest](#) includes multiple tracts in Durham, Orange, and Alamance counties, with a total area of more than 7,000 acres. Duke Forest is managed for multiple uses, including education and research in environmental sciences, ecology, and forestry, protection of wildlife and rare plant species, and demonstration of timber management practices. Limited public recreational use of Duke Forest (hiking, bicycling, horseback riding, fishing, nature study, and picnicking) is permitted, provided that it does not conflict with teaching and research projects. Group activities must be approved in advance.

Sarah P. Duke Gardens

The [Sarah P. Duke Gardens](#) include fifty-five acres of landscaped and woodland gardens within easy walking distance of the School of Nursing. The gardens, open without charge to the public daily from 8 a.m. to dusk, attract more than 300,000 visitors each year. Highlights include four distinct gardens, each with its own focus and flavor: the Historic Gardens, including the popular Terrace Gardens, dedicated in 1939; the H.L. Blomquist Garden of Native Plants, a representation of the flora of the southeastern United States; the W.L. Culberson Asiatic Arboretum, devoted to plants of eastern Asia; and the Doris Duke Center Gardens, including the new Charlotte Brody Discovery Garden. There are five miles of allées, walks, and pathways throughout the Gardens, and many shaded benches. The Doris Duke Center provides 12,000 square feet of space for educational and garden events, meetings, receptions, and catered events. Duke Gardens was named among the top ten public gardens in the US by [tripadvisor.com](#), and one of the South's ten best public gardens by *Southern Living*.



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.

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