
bulletin of

Duke University

2010-2011

School of Nursing



The Mission of Duke University

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

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

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

Adopted by the Board of Trustees on February 23, 2001.

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The information in this bulletin applies to the academic year 2010-2011 and is accurate and current, to the extent possible, as of July, 2010. The university reserves the right to change programs of study, academic requirements, teaching staff, the calendar, and other matters described herein without prior notice, in accordance with established procedures.

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

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

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

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

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

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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 remains on the forefront of nursing education, practice and research. Historically, the School has been a healthcare leader by first awarding baccalaureate degrees in 1938, establishing the Bachelor of Science in Nursing degree in 1953 and beginning one of the first nursing graduate programs in 1958.

Today, while offering the Accelerated Bachelor of Science in Nursing degree, the Master of Science in Nursing degree, the Post-Master's Certificate, the Doctor of Nursing Practice program, and the PhD program, the School of Nursing remains a national leader in nursing education. Through innovative teaching strategies, the incorporation of advanced technology, and collegial faculty-to-student relationships, the school remains dedicated to improving access to care, providing high quality cost-effective care, and preparing healthcare leaders for today and tomorrow.

The Duke University School of Nursing ABSN, MSN, and DNP programs are accredited by the Commission on Collegiate Nursing Education. Additionally, the North Carolina Board of Nursing has approved the Accelerated Bachelor's of Science in Nursing degree program.



School of Nursing Academic Calendar

FALL 2010

August 24	Tuesday. New student orientation (ABS N orientation continues through Wednesday, August 25)
August 25	Wednesday. 11:00 a.m. Convocation for new undergraduate students; 4:00 p.m. Convocation for graduate and professional school students
August 30	Monday. Fall Semester classes begin; Drop/add continues
September 6	Monday. Labor Day. Classes in session
September 10	Friday. Drop/add ends
September 30	Thursday. 4:00 p.m. Founder's Convocation
October 3	Sunday. Founders' Day
October 8	Friday. Last day for reporting midsemester grades
October 8	Friday. 7:00 p.m. Fall break begins
October 13	Wednesday. Classes resume
November 3	Wednesday. Registration begins for spring semester, 2011
November 17	Wednesday. Registration ends for spring semester, 2011
November 18	Thursday. Drop/add begins for spring semester 2011
November 23	Tuesday. 10:30 p.m. Thanksgiving recess begins
November 29	Monday. Classes resume
December 3	Friday. Graduate classes end
December 10	Friday. Undergraduate classes end
December 11	Saturday. Recognition ceremony
December 14	Tuesday. Final examinations begin
December 19	Sunday. 10:00 p.m. Final examinations end

SPRING 2011

January 10	Monday. New student orientation
January 12	Wednesday. 8:30 a.m. Spring Semester begins. The Monday class meeting schedule is in effect on this day. Regular class meeting schedule begins on Thursday, January 13. Classes meeting in a Wednesday/Friday meeting pattern begin January 14. Drop/add continues
January 13	Thursday. Regular class meeting schedule begins
January 17	Monday. Martin Luther King, Jr. Day holiday
January 26	Wednesday. Drop/add ends
February 21	Monday. Registration begins for summer 2011
February 25	Friday. Last day for reporting midsemester grades
March 4	Friday. 7:00 p.m. Spring recess begins
March 14	Monday. Classes resume
April 6	Wednesday. Registration begins for fall semester 2011; summer 2011 registration continues

April 15 Friday. Registration ends for fall semester 2011; summer 2011 registration continues
 April 16 Saturday. Drop/add begins
 April 20 Wednesday. Graduate classes end
 April 27 Wednesday. Undergraduate classes end
 May 2 Monday. Final examinations begin
 May 7 Saturday. 10:00 p.m. Final examinations end
 May 13 Friday. Commencement begins
 May 15 Sunday. Graduation exercises; conferring of degrees; School of Nursing Graduation Recognition Ceremony

SUMMER 2011

May 17 Tuesday. New graduate student orientation
 May 18 Wednesday. School of Nursing classes begin. The Monday class schedule is in effect on this day. Regular class meeting schedule begins on Thursday, May 19
 May 19 Thursday. Regular class meeting schedule begins. Drop/add continues
 May 30 Monday. Memorial Day holiday. No classes are held
 June 1 Wednesday. Summer drop/add ends
 July 4 Monday. Independence Day holiday observed. No classes are held.
 August 11 Thursday. Summer classes end
 August 12 Friday. Final examinations begin
 August 14 Sunday. Final examinations end

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

Tallman Trask III, MBA, PhD, Executive Vice-President

Neal F. Triplett, MBA, President of DUMAC, LLC

Pamela Bernard, JD, Vice-President and University Counsel

Robert M. Califf, MD, Vice-Chancellor for Clinical Research

Kyle Cavanaugh, MBA, Vice-President for Human Resources

Tracy Futhey, MS, Vice-President for Information Technology and Chief Information Officer

Scott Gibson, MBA, Executive Vice-Dean for Administration, School of Medicine

Catherine Lynch Gilliss, DNSc, Vice-Chancellor for Nursing Affairs and Dean of the School of Nursing

L. Gregory Jones, PhD, Vice President and Vice Provost, Global Strategy and Programs

B. Hofler Milam, MBA, Vice-President for Finance and Treasurer

Larry Moneta, EdD, Vice-President for Student Affairs

Molly K. O'Neill, MSHA, Vice-Chancellor for Medical Center Integrated Planning; and Vice-President for Business Development and Chief Strategic Planning Officer, Duke University Health System, Inc.

Benjamin D. Reese, Jr., PsyD, Vice-President for Institutional Equity

Richard V. Riddell, PhD, Vice-President and University Secretary

James S. Roberts, PhD, Executive Vice-Provost for Finance and Administration

Michael J. Schoenfeld, MS, Vice-President for Public Affairs and Government Relations

Robert S. Shepard, PhD, Vice-President for Alumni Affairs and Development

Samuel M. Wells, PhD, Dean of the Chapel

Kevin White, PhD, Vice-President and Director of Athletics

Huntington F. Willard, PhD, Vice-Chancellor for Genome Sciences and Director of the Institute for Genome Sciences and Policy

Phail Wynn, Jr., MBA, EdD, Vice-President for Durham and Regional Affairs

Health System and Medical Center Administration

Victor J. Dzau, MD, Chancellor for Health Affairs; President and Chief Executive Officer, Duke University Health System

Nancy C. Andrews, MD, PhD, Vice Chancellor for Academic Affairs and Dean, School of Medicine

Catherine Lynch Gilliss, DNSc, RN, FAAN, Vice Chancellor for Nursing Affairs and Dean of the School of Nursing

Asif Ahmad, MBA, Vice President for Diagnostic Services and Chief Information Officer, Duke University Health System

MaryAnn Black, MSW, LCSW, Associate Vice President, Office of Community Relations and Local Government Affairs, Duke University Health System

Monte D. Brown, MD, Vice President for Administration, Duke University Health System and Associate Dean of Veterans Affairs, Duke University School of Medicine

Edward Buckley, MD, Vice Dean for Medical Education, Duke University School of Medicine

Robert M. Califf, MD, Vice Chancellor for Clinical Research and Director, Duke Translational Medicine Institute

Michael Cuffe, MD, Vice President for Medical Affairs, Duke University Health System and Vice Dean for Medical Affairs, Duke University School of Medicine

Karen Frush, MD, Chief Patient Safety Officer, Duke University Health System

Mary Ann Fuchs, DNP, RN, Chief Nursing and Patient Care Services Officer, Duke University Hospital and Duke University Health System

William J. Fulkerson, Jr., MD, Senior Vice President for Clinical Affairs, Duke University Health System

Scott Gibson, MBA, Executive Vice Dean for Administration, School of Medicine

Augustus Grant, MD, PhD, Vice Dean for Faculty Enrichment, Duke University School of Medicine

Robert Harrington, MD, Director, Duke Clinical Research Institute

Sally Kornbluth, PhD, Vice Dean for Research, Duke University School of Medicine

Ranga R. Krishnan, MB ChB, Dean, Duke-NUS Graduate Medical School-Singapore

Michael H. Merson, MD, Director, Duke Global Health Institute

Kenneth C. Morris, MPA, Senior Vice President, Chief Financial Officer, and Treasurer, Duke University Health System

Michael J. Morsberger, CFRE, Vice President for Duke Medicine Development and Alumni Affairs

Paul Newman, MHA, Executive Director, Duke Private Diagnostic Clinic and Duke Patient Revenue Management Organization; Vice President for Ambulatory Care Division, Duke University Health System

Billy Newton, BSBA, Vice Dean for Finance and Resource Planning, Duke University School of Medicine

Molly K. O'Neill, MSHA, Vice Chancellor for Medical Center Integrated Planning; Duke University Vice President for Business Development; Chief Strategic Planning Officer, Duke University Health System

Carl E. Ravin, MD, President, Private Diagnostic Clinic (PDC)

Kevin W. Sowers, MSN, RN, FAAN, President, Duke University Hospital

Robert L. Taber, PhD, Vice Chancellor for Corporate and Venture Development, Duke University Medical Center and Health System

Douglas B. Vinsel, MHA, Chief Executive Officer, Duke Health Raleigh Hospital

Kerry Watson, MA, Chief Executive Officer, Durham Regional Hospital

Huntington F. Willard, PhD, Vice Chancellor for Genome Sciences and Director of the Institute for Genome Sciences and Policy

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Catherine Lynch Gilliss, DNSc, RN, FAAN, Dean of the School of Nursing and Vice Chancellor for Nursing Affairs

David S. Bowersox, MBA, Associate Dean, Business and Finance

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Dorothy Lewis Powell, EdD, RN, FAAN, Associate Dean, Office of Global and Community Health Initiatives

Dori Taylor Sullivan, PhD, RN, NE-BC, CNL, CPHQ, Associate Dean, Academic Affairs

Michael V. Relf, PhD, RN, ACNS-BC, AACRN, FAAN, Assistant Dean for Undergraduate Education and Accelerated BSN Program Chair

Queen E. Utley-Smith, EdD, RN, MSN Program Chair

Barbara S. Turner, DNSc, RN, FAAN, DNP Program Chair

Linda Lindsey Davis, PhD, RN, ANP, DP-NAP, FAAN, PhD Program Chair

Theresa M. Valiga, EdD, RN, FAAN, Director, Institute for Educational Excellence

Marilyn M. Lombardi, PhD, Director of Academic and Strategic Technology

Kristi Rodriguez, MEd, BS, Assistant Dean for the Office of Admissions and Student Services

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Ruth A. Anderson, PhD, RN, FAAN, University of Texas at Austin, 1987, Virginia Stone Professor of Nursing

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

Julie V. Barroso, PhD, ANP, APRN, BC, FAAN, University of Texas at Austin, 1993, Associate Professor

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

Margaret T. Bowers, MSN, FNP-BC, Duke University, 1990, Assistant Professor

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

Debra Huffman Brandon, PhD, RN, CCNS, FAAN, University of North Carolina at Chapel Hill, 2000, Associate Professor

John M. Brion, Jr., PhD, RN, CHES, Ohio State University, 2007, Assistant Professor

Karen E. Caines, PhD, RN, CPNP, Vanderbilt University, 2007, Assistant Professor

Brigit M. Carter, PhD, RN, CCRN, University of North Carolina at Chapel Hill, 2009, Assistant Professor

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

Penny Lynnette Cooper, MSN, FNP-BC, CCRN, Duke University, 2002, Assistant Professor

Kirsten N. Corazzini, PhD, University of Massachusetts at Boston, 2000, Assistant Professor

Linda Lindsey Davis, PhD, RN, FAAN, University of Maryland 1984, PhD Program Chair and Ann Henshaw Gardiner Professor of Nursing

Lisa J. Day, PhD, RN, CNS, University of California, San Francisco, 1999, Faculty

Susan Denman, PhD, RN, FNP-BC, University of North Carolina at Chapel Hill, 1996, Associate Professor

Sharron L. Docherty, PhD, RN, CPNP-AC/PC, University of North Carolina at Chapel Hill, 1999, Associate Professor

Catherine Lynch Gilliss, DNSc, RN, FAAN, University of California, San Francisco, 1983, Dean of the School of Nursing and Vice Chancellor for Nursing Affairs; Helene Fuld Health Trust Professor of Nursing

Helen Ann Gordon, MS, RN, CNM, University of Utah, 1978, Assistant Professor

Bradi Bartrug Granger, PhD, RN, FAAN, University of North Carolina at Chapel Hill, 2004, Associate Director, Duke Translational Nursing Institute

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Sharon Jeanette Hawks, DNP, CRNA, Duke University, 2010, Assistant Professor

Cristina Cu Hendrix, DNS, GNP-BC, FNP, Louisiana State University, 2001, Associate Professor

Diane L. Holditch-Davis, PhD, RN, FAAN, University of Connecticut, 1985, Associate Dean for Research Affairs and Marcus E. Hobbs Professor of Nursing

Constance Margaret Johnson, PhD, MS, RN, University of Texas Health Science Center, 2003, Assistant Professor

Robin Britt Knobel, PhD, RNC, NNP, University of North Carolina at Chapel Hill, 2006, Assistant Professor

Camille Eckerd Lambe, PhD, RN, AOCN, NP, University of North Carolina at Chapel Hill, 2006, Assistant Professor

Janet Anne Levy, PhD, University of Kansas, 1983, Assistant Professor

Isaac M. Lipkus, PhD, University of North Carolina at Chapel Hill, 1991, Professor

Marilyn M. Lombardi, PhD, University of California at Los Angeles, 1987, Director of Academic and Strategic Technology; Faculty

Marcia S. Lorimer, MSN, RN, CPNP, University of Virginia, 1988, Assistant Professor

Eleanor Schildwachter McConnell, PhD, RN, GCNS, BC, University of North Carolina at Chapel Hill, 1995, Associate Professor

Kay Mueggenberg, PhD, RN, Southern Illinois University, Carbondale, 2003, Assistant Professor

Brenda Marion Nevidjon, MSN, RN, FAAN, University of North Carolina at Chapel Hill, 1978, Professor

Jane Peace, PhD, RN, FNP, University of Wisconsin at Madison School of Nursing, 2008, Assistant Professor

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Beth Cusatis Phillips, MSN, RN, CNE, Duke University, 1993, Assistant Professor

Dorothy Lewis Powell, EdD, RN, FAAN, College of William and Mary, 1983, Associate Dean for Global & Community Health Initiatives and Professor

Marva L. Mizell Price, DrPH, RN, FNP, FAANP, FAAN, University of North Carolina at Chapel Hill, 1994, Associate Professor

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

Michael V. Relf, PhD, RN, ACNS-BC, AACRN, FAAN, Johns Hopkins University, 2001, Assistant Dean for Undergraduate Education, Accelerated BSN Program Chair, and Associate Professor

Karin Reuter-Rice, PhD, CPNP, University of San Diego, 2006, Faculty

Karen Finch Ricker, MSN, CRNA, RRT, University of North Carolina at Greensboro, 1993, Assistant Professor

Susan Moeller Schneider, PhD, RN, AOCN, ACNS-BC, FAAN, Case Western Reserve University, 1998, Associate Professor

Nancy Munn Short, DrPH, MBA, RN, University of North Carolina at Chapel Hill, 2003, Associate Professor

Susan Gray Silva, PhD, North Carolina State University, 1991, Associate Professor

Dori Taylor Sullivan, PhD, RN, NE-BC, CNL, CPHQ, University of Connecticut, 1990, Associate Dean for Academic Affairs and Professor

Deirdre Kling Thornlow, PhD, RN, CPHQ, University of Virginia, 2007, Assistant Professor

James Franklin Titch, MSNA, RN, CRNA, Virginia Commonwealth University/Medical College of Virginia, 1994, Assistant Professor

Kathryn J. Trotter, MSN, RN, CNM, FNP, University of Kentucky, 1988, Assistant Professor

Barbara S. Turner, DNSc, RN, FAAN, University of California at San Francisco, 1984, DNP Program Chair and Professor

George H. Turner, III, MA, RPh, Webster University, 1978, Assistant Professor

Kathleen M. Turner, MSN, RN, Duke University, 1993, Assistant Professor

Queen E. Utley-Smith, EdD, RN, North Carolina State University, 1999, MSN Program Chair and Associate Professor

Charles Andrew Vacchiano, PhD, CRNA, Medical University of South Carolina, 1995, Professor

Theresa M. Valiga, EdD, RN, FAAN, Teachers College, Columbia University, 1981, Director, Institute for Educational Excellence and Professor

Allison Amend Vorderstrasse, DNSc, APRN, Yale University, 2006, Assistant Professor

Terry Ward, PhD, RN, University of North Carolina at Greensboro, 2008, Assistant Professor

Kathryn Alice Wood, PhD, RN, University of California, San Francisco, 1996, Assistant Professor

Michael Zychowicz, DNP, RN, ONP-C, FAANP, Case Western Reserve University, 2006, Associate Professor

Faculty Appointments

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

Professor Emeritus: Ada Most, EdD, RN

Associate Professors Emeritus of Nursing: Dorothy J. Brundage, PhD, RN; Judith C. Hays, PhD, RN; Jerri Moser Oehler, PhD, RN

Assistant Clinical Professors Emeritus of Nursing: Donna W. Hewitt, MN, BS; Ruth M. Ouimette, MSN, RN, ANP

Adjunct Professor: Wendy Demark-Wahnefried, PhD, RD, LDN

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

Adjunct Assistant Professors: Lucille B. Bearon, PhD, RN; Linda Ann Bergstrom, PhD, MEd, RN, CNM; Nellie Schmidt Drees, DNSc, RN; Sherry W. Fox, PhD, RN, Mary Lynn Piven, PhD, RN, CS

Consulting Professors: Bobbie A. Berkowitz, PhD, RN, CNAA, FAAN; Anthony Thomas Dren, PhD; Barbara A. Durand, EdD, RN, FAAN; Angela Barron McBride, PhD, RN; Margaret Shandor Miles, PhD, RN, FAAN; Pamela H. Mitchell, PhD, RN, FAHA, FAAN; René Schwendimann, PhD, RN

Associate Consulting Professors: Shulamit L. Bernard, PhD, RN; Pamela Ballance Edwards, EdD, MSN, RN-BC, CNE; James R. Vroom, DHA, MHA

Consulting Associates: Gale Brown Adcock, MSN, RN, FNP, CS; Natalie Ammarell, PhD, MA; M. Saralyn Austin, MSN, RN; Gretchen Lorena Barnes, MSN, RN; Cheryl Banks Batchelor, MSN, RN, CAN-BC, CHE, ANP-BC, CCRN; Susan Rosalie Bazemore, MSN, CRNA; Wilmer Conrad Betts, III, BS, RN; Jennifer Byrd Borton, MSN, RN; Margaret Daya Breckinridge, MSN, RN, FNP; Sylvia D. Mebane-Brooks, MSN, RN, FNP; Willard C. Budzinski, Jr. MBA; Margaret Gorely Bye, EdD, MSN, RN; Kathryn G. Clark, MSN, RN; Jerry Evan Coy, PhD, CRNA; Susan Elias Diamond, MSN, RN, AOCN; Mary Buse Dickey, MSN, MED, RN; Emily O'Leary Egerton, PhD; Catherine S. Emens, MSN, RN; Lynn Kendrick Erdman, MN, RN, OCNS; Lynne D. Farber, MSN, RN, CPNP; Ruth S. Frank, MSN, RN, CS; James Michael Galkowski, MHA, RN; Richard John Gannotta, MBA, BSN, RN, ANP; Hettie Lou Garland, EdD, MPH, RN; Georgette Fernanda Gura, DNP, CRRN, CPNP; Karol Suzette Harshaw-Ellis, MSN, RN, ANP; Marilyn L. Haas, PhD; Catherine A. Hebert, MS, APRN, BC; Sara Hubbell, MSN, RN, FNP; Diane Leslie Kelly, DrPH, MBA, RN; Francis P. Koster, EdD; Catherine Strachan Lindenberg, DrPH, MSN, RN; Wendy S. Martin, MA, CD(DONA), LCCCE; Andrea Wilkes McChesney, MSN, RN, NP-C; Mildred Fleming McCully, MSN, RN, CPNP; Leigh K. McGraw, MSN, RN; Eileen M. Munn; Catherine P. Nelson, MSN, RN-C; Andrea Sue Novak, MS, RN, BC, FAEN; Holly Suzanne Parker, MSN, RN, CPNP; Margaret Morgan Priddy, MSN, MPS, RN-BC; Mindy B. Reynolds, MSN, RN, MCM; Marcus Emerson Risner, PhD, MS; Steven Jay Schwam, MD; Teepa Lucille Snow, MS, OTR/L, FAOTA; Gwynn Barnhardt Sullivan, MSN, RN; Shirley May Tuller, MSN, APRN-BC; Renee B. Twersky, PhD, RN; Gwendolyn Mary Waddell-Schultz, MSN, RN; Linda Faye Wallace, MED, RN; Janette Kathryn M. Ward-Presson, MSN, RN, CNAA, BC; Ernestine Warsaw, MSN, RN, CNAA-ACNS/ECRC; Stephanie Sears Yates, MSN, RN, CWOCN.

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William Michael Scott, MSN, FNP-BC; Deborah Jane Semmel, MSN, RN, CFNP; Marie Ann Shonkwiler, MN, RN, PNP; Catherine Simmons, MSN, RN, NNP; Hope R. Smith, MSN, RN; Kevin Ward Sowers, MSN, RN, FAAN; Kelly A. Stauffacher, MSN, RN; Pamela Hope Steele, MSN, RN, CPNP; Elizabeth Shrum Stewart, MSN, RN; John Clyde Stover, MSN, RN, FNP; Karen Elizabeth Tammeling, MSN, RN, NNP; Jacqueline Lyon Tatum, MSN, RN; Catherine Striplin Taylor, MSN, RN, BC; Dorothy Elaine Taylor-Senter, MSN, CNRN; Martha Croll Taylor, MSN, RN; Laura Jean Kistler Tetterton, MSN, RN; Shelley Lynn Thompson, MSN, RN; Mary H. Vinson, DNP, RN-BC, CMPE; Henry Joseph Walker, MS, MBA, CRNA; Melody Ann Watral, MSN, RN, CPNP; Rita Anne Weber, MSN, RN; Vivian L. West, PhD, MBA, RN; Yvette B. West, MSN, RN; Ann M. White, MSN, RN, CCNS, CEN, CPEN; Christine Lynette Willis, MSN, RN, CS.

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 about 13,000 students from all 50 states and from many foreign countries. Currently, Trinity College of Arts and Sciences, the Graduate School, Divinity School, Fuqua School of Business, Pratt School of Engineering, Nicholas School of the Environment, Sanford School of Public Policy, and the Schools of Law, Medicine, and Nursing comprise the university.

Duke University Medical Center/Duke University Health System

In 1930, the bequest of James Buchanan Duke provided for the opening of the School of Medicine and the School of Nursing. One of the primary motivations in establishing the Endowment was the improvement of health care in the Carolinas and across the country. At a time when medicine in the Carolinas was still a cottage industry, Duke dared to dream of creating what he hoped would become one of the leading medical institutions in the nation. By the time the new medical school and hospital opened in 1930 and the first nursing students were admitted in 1931, this dream was already well on its way to becoming reality. Recognizing its responsibility for providing quality care to the people of the Carolinas, Duke opened the first major outpatient clinics in the region in 1930. The Private Diagnostic Clinic not only provided coordinated medical and surgical care to private patients with

moderate incomes but also allowed members of the medical faculty to contribute a portion of their earnings toward the continued excellence of medicine at Duke. Representing the continuing fulfillment of the dream of James Buchanan Duke, Duke University Medical Center has grown and expanded over the years. In keeping with its heritage, it seeks to provide socially relevant education, research, and patient care, and is expressly committed to the search for solutions to regional and national health care problems.

The Duke University School of Nursing

In support of James Duke's original vision, the Duke University School of Nursing has maintained a commitment to achieving excellence. Since the first nursing students were admitted to a three-year diploma program in 1931, the school has remained on the forefront of nursing education, practice, and research. Historically, the school has been a healthcare leader, first awarding baccalaureate degrees in 1938, establishing the Bachelor of Science in Nursing degree in 1953 and initiating one of the first nursing graduate programs in 1958. Today, while offering the Accelerated Bachelor of Science in Nursing degree, the Master of Science degree, the Post-Master's Certificate, and two doctoral programs (the Doctor of Nursing Practice (DNP) and the PhD program), the School of Nursing remains a national leader in nursing education. The Duke School of Nursing ranked 5th among all private schools of nursing and 15th overall in the *2007 US News & World Report* rankings. Through innovative teaching strategies, the incorporation of advanced technology, and collegial faculty-to-student relationships, the school remains dedicated to improving access to care, providing high quality cost-effective care, and preparing healthcare leaders for today and tomorrow. The Duke University School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE).

School of Nursing Facilities

THE SCHOOL OF NURSING BUILDING

The Duke University School of Nursing educational programs are housed in a state-of-the-art 59,000-square-foot [School of Nursing building](#). This new 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, over 100 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 School of Nursing 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 96-seat case study classroom
- The 3000-square-foot Center for Nursing Discovery, which includes two state-of-the-art laboratories for clinical training and an 18-station computer laboratory
- The Emmy Lou Tompkins Admissions and Student Services Suite
- A work suite for PhD students

- An atrium which seats 65, used for special events, informal gatherings, dining, and studying, with glass walls framed by soaring wooden arches which look out on a landscaped outdoor courtyard paved in Pennsylvania blue stone. The Champagne Courtyard (named in honor of former Dean Mary T. Champagne, PhD, RN, FAAN) is a favored gathering places for both students and faculty.

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

THE ELIZABETH C. CLIPP RESEARCH BUILDING

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

Educational Resources

THE 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 methods based on their learning styles to broaden assessment, communication, psychomotor, and cognitive skills within a safe environment. Practice in the CND, along with their clinical experiences, helps students move towards development of their own evidence-based nursing practice, achieving the ultimate goal of becoming clinical leaders in providing excellent patient care.

Key components of the Center for Nursing Discovery include:

- The **Helene Fuld Health Trust Lab for Clinical Training** is a 1500 sq ft space with 11 beds (including a birthing bed with fully computerized OB simulation mannequin and a dedicated ICU area) that provides a variety of avenues for instructional methodology, including simulation using high-fidelity ("lifelike") adult and pediatric mannequins, role-playing, 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.
- The **Ruby L. Wilson Patient Assessment Lab** is a state-of-the-art 12-bed physical examination facility. The 1500 sq ft 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 a wireless audio-visual projector, projection screen, x-ray lamps, and microscopes for instruction. A changing room is also located in the space.

- The **CND Operating Room Lab** is another state-of-the-art facility designed to educate nurse anesthetists. This 240 sq ft space is outfitted with an anesthesiology machine, an endoscopy simulator, and the latest in technology/recording equipment to support monitoring of simulated vital signs of "Sim Man" and record students as they practice, rehearse and test. The space has been up-fitted with medical grade oxygen and a medical gases system that includes compressed air and vacuum air.
- The 18-station **CND Computer Lab** gives students access to the most widely used, up-to-date computer applications in word processing, graphics, spreadsheet, database management, and statistical entry and analysis. The lab is available to students 24 hours a day, seven days a week.

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

CLINICAL PLACEMENT SERVICES (CPS)

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 for the ABSN and graduate programs with faculty guidance; 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.

THE OFFICE OF RESEARCH AFFAIRS

In the most recent tabulation, Duke University School of Nursing ranked 18th among all U.S. nursing schools in the amount of federal 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.

The ORA, located in the Elizabeth C. Clipp Research Building, provides research and mentoring support to faculty, post-doctoral fellows, and doctoral students. ORA also supports practicing nurses in the Duke University Health System by facilitating scientific inquiry and the diffusion of innovation into practice settings. Under the direction of the Associate Dean for Research, ORA faculty and staff assist with proposal writing through editorial review, preparation of statistical data, budget development, formatting, and communication with Institutional Review Boards (IRB), the Institutional Animal Care and Use Committee (IACUC), 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 data management, data entry, and statistical analyses. In addition, the Office of Research Affairs coordinates School of Nursing representation on four of the eight Duke University Medical Center Institutional Review Boards.

Current nursing faculty research projects with external funding are profiled on the [ORA's Research@DUSON Web site](mailto:ORA's%20Research@DUSON).

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 cultivates 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, logistic support to attracting international graduate scholars and visiting nurses for short term study-tours to the Duke University Medical Center, and management of global health experiences for students. OGACHI was established in January, 2006 and is allied with the Duke Global Health Institute.

Local health promotion initiatives led by ABSN students and facilitated by OGACHI include:

- **Raising Health, Raising Hope** . Students deliver monthly health promotion programs based on identified needs to vulnerable populations in Durham, including residents at Genesis Home (which serves homeless families) and the Durham Rescue Mission (which serves homeless individuals and families), as well as children attending Y. E. Smith and Eastway elementary schools (which serve impoverished minority neighborhoods) and their families.
- **Annual Community Health Promotion Events**. Students from the School of Nursing also engage in other community initiatives such as the annual [Project Homeless Connect](#) event organized by the 10 Year Results Plan to End Homelessness in Durham, and [Nuestra Feria de la Salud](#), an annual health fair for the Hispanic community organized by Durham's El Centro Hispano.

Cultural Immersion/Service Learning and Residency Experiences. Cultural immersion service learning experiences in developing countries available to School of Nursing ABSN and MSN students through OGACHI offer unique opportunities for students to develop cultural sensitivity and competence and learn the roles and responsibilities of nurses in countries with severe shortages of healthcare personnel while fulfilling some of their clinical and/or residency curriculum requirements.

Undergraduate Student Cultural Immersion Experiences. OGACHI facilitates [cultural immersion/service learning experiences for undergraduate nursing students](#) in several developing countries. Typically, satisfactory completion of an experience fulfills clinical requirements for Community Health Nursing N231 (subject to prior faculty approval). Program locations and details may vary from year to year. Experiences available to ABSN students in 2010-2011 include:

- **Exploring Medicine In Honduras.** Location: Honduras, rural mountain communities near town of La Esperanza. Duration: 2 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: 2 weeks (August). Arranged in collaboration with Barbados Ministry of Health and Barbados Community College. Description: The 8 Barbados polyclinics, operated by the Ministry of Health, are multi-service 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.
- **Jamaica.** Location: Jamaica, Kingston area. Duration: 2 weeks (August). Arranged in collaboration with School of Nursing at the University of the West Indies (UWI) at Mona; students have opportunities to interact with UWI nursing students and receive support from UWI Community Health Nursing instructors. Description: Clinical experiences include rotation through primary care and public health services at Comprehensive Health Centre or Maxfield Park Health Centre, home visits with a public health nurse, and health inspections of public establishments with an Environmental Health Officer.
- **Nicaragua.** Location: Managua, Nicaragua. Duration: 2 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.

- **Tanzania.** Location: Moshi, Tanzania and vicinity. Duration: 2 weeks (August). Arranged in collaboration with Kilimanjaro Christian Medical Center (KCMC) in Moshi, Tanzania (students have access to KCMC faculty) and the HIV-AIDS Research Center of the Duke Global Health Institute. Description: Includes public health clinical experience through Marangu Hospital (rural hospitals, private and public clinics, home visits, community assessment) and experiences with children with AIDS at Kilema Hospital, both in rural communities about 45 minutes from Moshi.
- **St. Vincent and the Grenadines (SVG)** . Location: St. Vincent. Duration: 2 weeks (November–December). Arranged in collaboration with St. Vincent and the Grenadines Community College. Description: Students are assigned to one of 4 community health clinics (urban, suburban, rural, or outlying island), and provide hands-on care under the supervision of its staff. Clinics are multi-service outpatient facilities which provide public health and primary care clinic services, including antenatal/postnatal, pediatric, mental health, chronic disease management, environmental health services, and home visits.

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 in recent years have included:

- **MSN Residencies in Jamaica.** Location: Jamaica (Kingston area). Duration: typically 4 weeks. Arranged in collaboration with the School of Nursing of The University of the West Indies (UWI), Mona in Kingston, Jamaica. Description: MSN student residencies mentored by UWI faculty are available in multiple specialties. Highlights of MSN student residencies in Nursing Education at UWI can be [accessed online through the School of Nursing Web site](#).
- **MSN Residencies in Tanzania.** KCMC (Moshi) and City of Hope (Ntagacha).
 - **Location: Moshi, Tanzania and vicinity** . Duration: typically 4 weeks or more. Arranged in collaboration with the Kilimanjaro Christian Medical Center (KCMC) in Moshi, Tanzania. Description: Students in Nurse Practitioner specialties (e.g. family, pediatric) work collaboratively with health care teams at community-based clinics, providing supervised care. Nursing Education residencies are also available.
 - **Location, City of Hope, Ntagacha** . Duration: typically 4 weeks or more. Arranged in collaboration with Teamwork Ministries (interdenominational faith-based NGO). City of Hope includes a children's home for AIDS orphans and Tumaini Medical Center, which provides primary care, treatment of AIDS-related illnesses, and maternal-child health services. Opportunities are available for graduate student residencies in a variety of specialties.
- **MSN Residencies through Outside 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 4

weeks, occasionally 8 weeks. Prerequisites: Residencies at sites in Spanish-speaking countries require some Spanish language capability. Description: Residencies can be arranged for nurse practitioner specialties in family, women's health, and pediatrics, and include hands-on and observational clinical experiences with cultural immersion through accommodation with local hosts.

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, and the Carnegie Foundation for the Advancement of Teaching. 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; and fostering research in nursing 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 provides regionally oriented teaching intensives which are focused on geriatric content and the application of innovative learner-centered instruction. These teaching intensives combine short on-site learning experiences with distance-based learning, and award continuing education credit.

CoE-GNE has also developed a Virtual Learning Community (VLC) 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 Nursing Education Learning Objects Repository (currently being developed in collaboration with the North Carolina State Education System initiative), which will be 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.

CENTER FOR INSTRUCTIONAL TECHNOLOGY AND DISTANCE LEARNING (CITDL)

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](#).

Seven full-time CITDL staff manage 15 servers, the in-house network, over 325 workstations and laptops, software licensing, multimedia learning resource applications, two student computer labs, 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 system (Blackboard).

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 Blackboard course management software and assistance in streamlining course administration throughout the University.

Duke Digital Initiative. CIT staff provide project management, consulting, training and technical assistance to faculty participating in the [Duke Digital Initiative](#), a multi-year university-wide program promoting the application of new and emerging technologies in support of curriculum enhancement, the development of technology infrastructure, and the dissemination of knowledge about effective instructional technology strategies. Emerging technologies supported by the Duke Digital Initiative include web-based virtual collaboration, digital video production using Flip cameras, flexible web publishing for courses using WordPress Multiuser (MU), annotation of images and video with the VoiceThread online collaborative multimedia tool, the use of Twitter to encourage student reflection and course content engagement, experimental teaching applications for mobile devices, and the use of micro-projectors to teach in nontraditional spaces.

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:

- **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.
- **Interactive nursing education using the Second Life 3-D Environment.** Students from all over the United States can participate as avatars in classes and discussions in a realistic [Duke University School of Nursing "building"](#) in

the online virtual world of Second Life™. This innovative virtual facility, created to enhance distance-based nursing education, includes classroom, office, and cafe “spaces;” an [online tour](#) is available.

- **Development of video mini-lectures and video workbook** for a class on nursing care of the childbearing family ([project summary](#) available online).
- Details of earlier [CIT-funded educational projects](#) initiated by School of Nursing faculty are also available online.

INNOVATIVE NURSING EDUCATION TECHNOLOGIES (INET)

The [Innovative Nursing Education Technologies \(iNet\)](#) project, a collaboration of the nursing schools of Duke University, Western Carolina University, and University of North Carolina-Charlotte, educates faculty of the participating schools about strategies for using and integrating innovative educational technologies into their programs. The [iNet open Web site](#) hosts an inventory of electronic teaching/learning tools used in nursing programs, with assessments of the usefulness and applicability of the tools.

- **The SimSoap Project**, a [Twitter soap opera](#) created by the Duke iNet team and School of Nursing faculty and staff, was a highlight of the Spring 2010 [CIT Instructional Technology Showcase](#) and a winner of the national [2010 Campus Technology Innovators Award](#) in the category of teaching and learning. In February 2010, nurse educators piloted a scripted soap opera based on a health crisis simulation scenario that incorporated an unfolding love story. The script reinforced the key competencies of Quality and Safety Education for Nurses (QSEN), while revolving around significant issues of patient centered care, teamwork and collaboration, evidence-based practice, and the proper use of electronic medical records. SimSoap made innovative use of technology by having its main character, a heart attack victim, send 488 real-time messages via the Twitter microblogging platform as his medical misadventures unfolded over the course of six eventful days. His Twitter followers were able to ask questions, make comments, and actively engage during this fresh take on simulation-based health education.

INTERDISCIPLINARY EDUCATION COLLABORATION WITHIN DUKE MEDICINE

The School of Medicine (that includes physician assistant and physical therapy students in addition 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.

- **Simulator 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 Simulator and Patient Safety Center \(HSPSC\)](#), located in the Duke South Clinics Building. The HSPSC, developed as a collaborative effort of the Duke Department of Anesthesiology, School of Nursing, and School of Medicine, is committed to advancing the state of the art in medical education technology. The HSPSC 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, 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. Nurse anesthesia students and adult and pediatric acute care specialty students are the primary users of the HSPSC from the School of Nursing.

- **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.
- **Interdisciplinary Case Conferences.** Three to four times per year, nursing, medical, physician assistant, and physical therapy students work in small teams using simulated patients to develop and interdisciplinary assessment and plan of care for a scripted case study. Emphasis is on the expertise and perspective each member of the health care team possesses and how teamwork can enhance care and outcomes.
- **Other Interdisciplinary Opportunities.** Additional opportunities for interdisciplinary learning often relate to disaster preparedness, global health and cultural diversity topics, and other contemporary topics.

DUKE AREA HEALTH EDUCATION CENTER (AHEC) PROGRAM

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

DUKE TRANSLATIONAL MEDICINE INSTITUTE

The [Duke Translational Medicine Institute \(DTMI\)](#), funded by a \$52.7-million grant from the National Institutes of Health, 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](#), the [Duke Center for Community Research](#), and the [Duke Translational Nursing Institute](#).

- **Duke Clinical Research Institute (DCRI)**, the world's largest academic clinical research organization and an internationally recognized leader in

management of large-scale clinical trials, datasets, and disease registries, has conducted clinical and health outcome studies at over 3500 sites in 64 countries. With over 990 faculty and staff, DCRI can conduct clinical research projects at all scales from small pilot studies to global megatrials.

- **Duke Clinical Research Unit (DCRU)** provides clinical research infrastructure that supports investigators in designing, initiating, conducting and reporting interdisciplinary and collaborative clinical research and translating basic research findings into patient care. DCRU represents a unique model for conducting early-phase clinical research that accelerates development of new medical therapies.
- **Duke Translational Research Institute (DTRI)** expedites 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)** leverages the talent of the Duke academic research community to develop 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. DCCR works directly with communities to find ways to move proven technologies and therapies more quickly into community practice so that they can improve health, especially of underrepresented minorities. DCCR is combining existing and newly developed initiatives to create model systems to improve overall health status and prevent and treat disease in Durham County, and is collaborating with international partners to extend such models to communities throughout the world.

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 DUSON's 2006-2011 Strategic Plan – *To Unify Duke Nursing Structures to Promote Practice Improvement*. Therefore, DUSON established the [Duke Translational Nursing Institute \(DTNI\)](#) to facilitate the movement of clinical nursing discoveries into broad-based clinical applications and then to translate this evidence into nursing practice improvements. We believe nursing is well poised to advance innovative models of care that effectively and efficiently improve health outcomes for our patients.

Following the development of DUSON's strategic plan in 2005, the NIH Roadmap initiative began funding academic health centers to facilitate the translation of basic discoveries into clinical applications, altering the way in which science would be conducted and the ways in which educational preparation for careers in science would be structured. The Duke Translational Medicine Institute (DTMI), established in 2006, was structured into four "pillars" representing the four common points of translation (T1, T2, T3, T4): the Duke Translational Research Institute (DTRI), the Duke Clinical Research Unit (DCRU), the Duke Clinical Research Institute (DCRI), and the Duke Center for Community Research (DCCR). The Duke Nursing Translational Institute has become the 5th pillar.

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:

1. generating knowledge for the improvement of patient care through the process of care giving;
2. evaluating models of care delivery for their safety, cost, and quality;
3. promoting the dissemination of knowledge to practitioners and understand the best practices for adoption of evidence based practices in care delivery.

The Duke Translational Nursing Institute (DTNI) is a core component of the Duke Translational Medicine Institute and addresses key scientific activities facilitating the transfer of knowledge into clinical application.

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 Center for AIDS Research (CFAR) and the Duke University AIDS Research and Treatment Center (DART); the Duke Center for Health Informatics; the Duke Comprehensive Cancer Center; the Duke Global Health Institute; the Duke Heart Center; 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 VAMC Geriatric Research Education and Clinical Center (GRECC).

Additional interdisciplinary centers and institutes supporting research of interest to the nursing community include the Center for the Study of Race, Ethnicity, and Gender; the Children's Environmental Health Initiative; the Duke Center for Child and Family Policy; the Duke Center for Clinical Health Policy Research; the Duke Center for Human Genetics; the Duke Center for Integrative Medicine; the Duke Center for Living; the Duke Center for Spirituality, Theology & Health; the Duke Diet and Fitness Center, the Duke Eye Center; the Duke Human Vaccine Institute; the Duke Institute for Brain Sciences; the Duke Institute for Genome Sciences and Policy; the Duke School of Medicine Center for Palliative Care; the Duke Sleep Disorders Center; the Duke Stroke Center; the Duke-UNC Comprehensive Sickle Cell Center; the Duke University Population Research Institute; the Fitzpatrick

Center for Interdisciplinary Engineering, Medicine and Applied Sciences (FCIEMAS); the Joseph and Kathleen Bryan Alzheimer's Disease Research Center (ADRC); 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 Southern Center on Environmentally-Driven Disparities in Health Outcomes.

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 (Durham), North Carolina State University (Raleigh), University of North Carolina at Chapel Hill, University of North Carolina at Charlotte, 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 10 private research libraries in the United States. The system includes the Perkins/Bostock main library and the Rare Book, Manuscript, and Special Collections Library on West Campus; the Lilly Library (fine arts, philosophy, film, video, and performing arts) and the Music Library on East Campus; and the Pearse Memorial Library at the Duke Marine Laboratory in Beaufort, NC. The Duke University Library system also includes four independently administered libraries: the Divinity School Library, the 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 Web site](#).

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 staff, including 13 professional librarians, serve about 15,000 clients. The Library is open 65 hours per week, with information and education services staffed 45 hours per week. The DUMCL collection includes over 247,000 volumes and over 4,200 audiovisual/multimedia items. Users have access to approximately 5,000 biomedical serial titles, including 300 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 Web site. The [Duke University Medical Center Library Web site](#) provides access to licensed and locally created databases, electronic books and journals, and online learning and reference tools. Databases include PubMed, Ovid MEDLINE, CINAHL Plus with Full Text,

Cochrane Library and the Cochrane Database of Systematic Reviews, DynaMed, PsycINFO, Web of Science, Journals@Ovid Full Text, and many others. Electronic books are available through Nursing Books@Ovid, MDConsult, and a variety of other sources.

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 Tools for DUMC](#)" 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 *U.S. News and World Report* as one of the top ten health care organizations in the U.S., 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 (Durham 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, Durham Regional Hospital, and Duke Raleigh Hospital have all been designated as Magnet Hospitals by the American Nurses Credentialing Center (ANCC) [Magnet Recognition Program](#)®. Only 5 percent of U.S. 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 19 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. In addition to regular and intensive care inpatient units, the hospital houses a regional emergency/trauma center with a separate pediatric emergency department, a major surgery suite with four dedicated open-heart operating rooms, the Duke Surgical Endosurgery Center, an ambulatory surgery center, and extensive diagnostic radiology facilities. Within Duke University Hospital, the [Duke Children's Hospital and Health Center](#) provides comprehensive healthcare for children, with 151 inpatient pediatric beds, neonatal intensive care and pediatric intensive care units, and the outpatient pediatric specialty services of the McGovern-Davison Children's Health Center. The new Duke Emergency Department 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 12 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 11 operating rooms. The 267,000-square-foot patient-centered comprehensive ambulatory Cancer Center and the 580,000-square-foot Duke Medicine Pavilion (which will add 16 new operating suites and 160 critical care and intermediate beds), now under construction, are scheduled to be completed in 2012 and 2013 respectively.

Durham Regional Hospital. [Durham Regional Hospital](#) is a 335-bed acute care community hospital with a 125-year tradition of caring for the residents of Durham and surrounding counties. Durham Regional Hospital provides comprehensive specialty services, including cardiovascular care, general and cardiac surgery, critical care, oncology, psychiatry, women's and children's services, an 18-bed Level II intensive care nursery, on-site radiation oncology service, and the James A. Davis Ambulatory Surgery Center. Additional services include a licensed Inpatient Rehabilitation Facility, 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. Additional information can be found at the Durham Regional Hospital Web site.

Duke Raleigh Hospital [Duke Raleigh Hospital](#), a 186-bed acute care hospital that has served Wake County for over 30 years, provides a comprehensive array of inpatient and outpatient services, including a cancer center, orthopaedic center, diabetes center, wound healing center, 24-hour emergency department, intensive and critical care, cardiovascular center, cardiac and pulmonary rehabilitation, same-day surgery center, pain clinic, wellness services, outpatient imaging, and community education. Duke Raleigh Hospital is 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 Allergy; Duke Bone and Metabolic Disease; Duke Cardiology; Duke Cardiothoracic Surgery; Duke Dermatologic Laser Center; Duke Dermatology; Duke Endocrinology; Duke Gastroenterology; Duke General and Thoracic Surgery, Transplant; Duke Hyperbaric Medicine Clinic; Duke International Travel Clinic; Duke Neurosciences/Spine; Duke Ob/Gyn; Duke Oncology-Medical/Hematology; Duke Oncology-Surgical; Duke Oral Surgery; Duke Orthopaedics; Duke Otolaryngology, Head and Neck, ENT; Duke Pulmonary Medicine; Duke Renal Medicine; Duke Rheumatology; Duke Speech Pathology and Audiology; Duke Urology; Duke Vascular Surgery; and Duke Wound Management Clinic. Partnerships between many of these clinics and the School of Nursing provide invaluable opportunities for training in specialty nursing to students at all levels.

Duke 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 9 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, NC.
- **Duke Bereavement Services** . [Duke 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, NC 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: Carver Living Center, Northwood Nursing Home and Rehabilitation Center, the Extended Care and Rehabilitation Center of the Durham Department of Veterans Affairs (VA) Medical Center, and The Forest at Duke. The LTCC has expanded far beyond this initial core group with the addition of over 40 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), which includes more than 80 physicians and mid-level providers at sites in central North Carolina counties. The DPC network offers full-service primary care including family medicine, general internal medicine, and pediatric medicine practices.

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, the Federal Medical Health Center in Butner, the Tammy Lynn Center for Developmental Disabilities in Raleigh, 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.

Federal Medical Center. The [Federal Medical Center](#) of the Butner Federal Correctional Complex (Butner, NC), a 700-bed hospital serving male inmates of all security levels, provides opportunities for clinical experience to Duke University School of Nursing ABSN students.

Tammy Lynn Center for Developmental Disabilities. The [Tammy Lynn Center](#) in Raleigh, NC, which provides educational, residential, respite care, therapeutic, early intervention, and family support services for almost 400 children and adults with special needs, serves as a pediatric clinical site for students from the Duke University School of Nursing.

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 office, clinics, homecare 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:

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



PHILOSOPHY

The faculty believes nursing is a dynamic caring process that utilizes well-defined skills in critical thinking, clinical decision-making, communication, and interventions for the promotion and restoration of health and prevention of illness, and provision of comfort for those who are dying. Using a holistic approach, nurses as members of an interdisciplinary team provide care in and across environments, to diverse individuals, groups, and communities in the context of a complex health care system. Nurses transform health care

with knowledge of systems and health care services. Fundamental to nursing care is respect for the rights, values, autonomy, and dignity of each person. As a profession, nursing is accountable to society for developing knowledge to improve care, fostering interdisciplinary collaboration, providing cost-effective care, and seeking equal treatment and access to care for all.

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

Academic Programs

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

- The [Accelerated Bachelor of Science in Nursing \(ABSN\) Program](#) is an intensive, full-time, campus-based 16-month program designed for adult learners who have completed an undergraduate degree and the required prerequisites.
- The [Master of Science in Nursing \(MSN\) Program](#) provides education for nursing in advanced practice specialties, and includes a comprehensive selection of clinical and health systems-focused specialties. Graduate education leading to the [Post-Master's Certificate](#) in selected specialty fields is also available. In most specialties, students have the option to complete the program either as full-time or part-time students. MSN core courses are available as campus, distance, or online courses.
- The [Doctor of Nursing Practice \(DNP\) Program](#) curriculum has four main foci: translation, transformation, 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 in Nursing Program](#), 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 is a program of the Duke University Graduate School.

Accelerated Bachelor of Science in Nursing (ABSN) Program

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

1. Apply critical thinking and nursing processes in the delivery of care within multiple contexts across the lifespan.
2. Demonstrate safe, competent evidence-based clinical interventions in providing direct/indirect care to patients, families, and aggregates, and service to communities.
3. Utilize therapeutic communication skills for assessment, intervention, evaluation, and teaching of diverse groups.
4. Analyze the effect of socio-cultural, ethical, spiritual, economic, and political issues influencing patient outcomes.
5. Utilize leadership and management skills working with interdisciplinary teams to form partnerships with patients, families, and to provide service to communities.
6. Demonstrate competence in critical decision-making with the use and management of advanced technology related to patient care and support systems.
7. Assume responsibility and accountability for one's own professional practice and continued professional growth and development.
8. 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 Web site and in the [Accelerated Bachelor of Science in Nursing Student Handbook](#) for 2010-2011.

Master of Science in Nursing Program

The Duke University School of Nursing offers a flexible, 39- to 60-credit program leading to the [Master of Science in Nursing](#) degree. Master's students at Duke pursue their educational endeavors with faculty and clinical/consulting associates who have expertise and research in the student's chosen area of specialization. In most Master's specialties, students have the option to pursue either full-time or part-time study.

Duke University School of Nursing was one of the first schools of nursing to offer [online programs awarding the Master's degree](#). All MSN core courses are offered online at least one semester per year, and some – although not all – advanced practice specialties in the program are designed to accommodate distance-based learners).

Clinical advanced practice specialties in the MSN program include:

- [Nurse Practitioner \(NP\): Adult Acute Care NP, Adult NP-Primary Care, Adult NP-Cardiovascular, Adult NP-Oncology, Family NP, Gerontology NP, Pediatric Primary Care NP, Pediatric Acute/Chronic Care NP, Neonatal NP, Neonatal NP/Pediatric Practitioner in Rural Health](#)
- [Clinical Nurse Specialist \(CNS\): Adult Critical Care CNS, Oncology CNS, Gerontological CNS, Pediatric CNS, Neonatal CNS](#)
- [Nurse Anesthesia \(CRNA\)](#)

Health systems-focused advanced practice specialties in the MSN Program include:

- [Clinical Research Management](#)
- [Nursing and Healthcare Leadership](#)
- [Nursing Education](#)
- [Nursing Informatics](#)

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:

1. Synthesize concepts and theories from nursing and related disciplines to form the basis for advanced practice.
2. Demonstrate expertise in a defined area of advanced practice.
3. Utilize the process of scientific inquiry to validate and refine knowledge relevant to nursing.
4. Demonstrate leadership and management strategies for advanced practice.
5. Demonstrate proficiency in the use and management of advanced technology related to patient care and support systems.
6. Evaluate contextual factors, such as socio-cultural, ethical, economic, ethical, and political, that influence systems of health care, health of populations, and patient outcomes.
7. Demonstrate the ability to engage in collegial intra- and inter-disciplinary relationships in the conduct of advanced practice.

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 Web site and in the [Master of Science in Nursing Student Handbook](#) for 2010-2011.

ABSN TO MSN PATHWAY

To assist Duke Accelerated Bachelor of Science in Nursing graduates in advancing their nursing education, the Duke University School of Nursing will provisionally admit ABSN graduates into the Master of Science in Nursing Program at the time of their admission to ABSN. This admission through the [ABSN to MSN Pathway](#) will be dependent upon a GPA of 3.0 or higher in the ABSN program and also on enrollment capacity of the specialty the student wishes to pursue. Due to national regulations, some of the specialties in the MSN program require work experience prior to entering the program.

RN TO MSN PATHWAY

To assist registered nurses who have an Associate Degree in Nursing or a Diploma in Nursing with a BS or BA in another field of study, the Duke School of Nursing offers the RN to MSN pathway for advancing their education. Candidates for the RN to MSN Pathway

must meet all admission criteria for acceptance into the MSN Program with the exception of having a BSN from an accredited nursing school.

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

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 specialties 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. Non-nurse applicants will be considered for the Clinical Research Management and Nursing Informatics specialties only, and must possess a Master's/graduate degree from a discipline acceptable to the specialty faculty.

The number of credits required to complete the certificate program varies by specialty; the student must successfully complete the required courses in the chosen nursing specialty. Completion of the Post-Master's Certificate will be documented in the student's academic transcript. Depending upon the specialty, the student may meet the qualifications to apply for certification for advanced practice in the specialty area. For example, students who complete the Post-Master's Certificate in the Nurse Practitioner specialties are eligible to sit for certification examinations.

Additional information about the PMC option can be accessed at the [Post Master's Certificate in Nursing](#) page of the School of Nursing Web site.

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 program is designed for nurses in advanced practice specialties who have a Master's degree in nursing and for nurses with an earned Bachelor of Science in Nursing who want to pursue the DNP while earning an advanced practice specialty.

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 DNP 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 healthcare, healthcare leadership, and advanced specialty practice. The common thread throughout the curriculum is data-driven, evidence-based work that leads to quality care and patient safety. The program requires a minimum of 74–95 credits post-BSN or 35 credits post-Master's, depending on the advanced practice specialty 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 a semester. This distance format allows students living in the U.S. and internationally to earn the DNP without having to move or leave their current employment. However, [distance and online courses](#) are not offered in all advanced practice specialty areas.

A capstone course and an advanced practice residency 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 programs which prepare graduates for an advanced role (for example, nurse practitioner, clinical nurse specialist, nurse anesthetist, healthcare 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:

1. Demonstrate safe, effective, and efficient practice in a define area of advanced nursing practice.
2. 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.
3. Use analytic methods to critically appraise the literature and develop best practices.
4. Implement and evaluate best practices to meet current and future needs of patients, communities and populations.
5. Develop effective strategies to ensure safety and quality health care for patients and populations.
6. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient centered care.
7. Analyze the cost-effectiveness of practice initiatives taking into account risks and improvements in health outcomes.
8. Select and evaluate information systems and patient care technology, considering related ethical, regulatory and legal issues, to improve patient care and healthcare systems.
9. Use major factors and policy triggers that influence health policy-making 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.
10. 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 Program](#) section of the Duke University School of Nursing Web site and in the [Doctor of Nursing Practice \(DNP\) Program Student Handbook](#) for 2010-2011.

PhD in Nursing Program

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

- 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 57 credit hours of graduate course work (post-MSN) prior to a dissertation. Students will work on active research projects, and it is expected that most will graduate with a record of publication. Course work is structured with a substantial core (39 credits) of nursing science and research methods to be taken in the School of Nursing. This core will be expanded with elected statistics, research methods, and minor area courses (18 credits) to be taken mainly outside of nursing in other Duke University departments.

In addition to course work and a dissertation, the PhD in Nursing Program will include two program-long structured activities: mentored research and teaching experiences, and development of the student's scholarly portfolio.

Each student takes a comprehensive exam at the end of the second year or at the beginning of the third year. The final requirement is the presentation of a dissertation. Students will be expected to complete the program in three to five years.

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

1. Demonstrate expertise on trajectories of chronic illness and care systems, and the intersection between these, as applied to a specific population (e.g., age, gender, ethnic or specific illness groups).
2. Contribute to the development of conceptual models and theories about trajectories of chronic illness, care systems and their intersection, which reflect synthesis of knowledge from nursing and other disciplines.
3. Evaluate and synthesize research conducted in nursing and related disciplines.
4. Demonstrate scientific integrity in designing and conducting nursing research using appropriate methods and analysis techniques, especially longitudinal methods.
5. Conduct interdisciplinary research addressing trajectories of chronic illness, care systems, and the intersection between these, using culturally competent approaches.
6. Disseminate research findings to advance the evidence-base for practice in nursing and health care, particularly addressing trajectories of chronic illness and care systems.

A baccalaureate or Master's degree in nursing from a program accredited by NLNAC or CCNE is required for admission to the PhD in Nursing Program.

For more information about the PhD in Nursing Program and curriculum details, consult the [PhD in Nursing Program](#) section of the Duke University School of Nursing Web site and the [PhD in Nursing Program Graduate Student Handbook](#) for 2010-2011. Prospective students can also contact PhD Program Coordinator Revonda Huppert by e-mail at huppert@duke.edu or by telephone at (919)-668-4797.

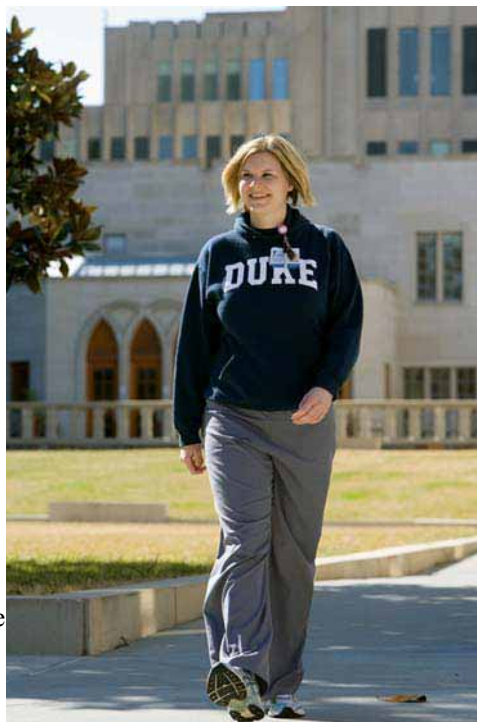
Admission and Progression Requirements

Contact Information

Information about admission requirements for all Duke University School of Nursing programs can be accessed online through the [Admissions](#) page of the Duke University School of Nursing Web site.

Accelerated Bachelor of Science in Nursing (ABSN) Program, Master of Science in Nursing (MSN) Program, Post-Master's Certificate (PMC) Option, and Doctor of Nursing Practice (DNP) Program. Prospective students wishing to obtain additional information about admission requirements for any of these programs should contact the Office of Admissions and Student Services (send e-mail to SONAdmissions@mc.duke.edu or call toll-free at 1-877-415-3853 or locally at 919-684-4248). Information for prospective non-degree students is also available from the Office of Admissions and Student Services.

PhD in Nursing Program. The PhD Program is a program of the Graduate School of Duke University and follows Graduate School admission procedures. Prospective students wishing to obtain information about admission requirements for the PhD in Nursing Program should contact PhD Program Coordinator Revonda Huppert directly, either by calling 919-668-4797 or by sending e-mail to huppert@duke.edu.



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

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

1. Bachelor's degree from an accredited college or university.
2. Undergraduate GPA of 3.0 or higher on a 4.0 scale.
3. Successful completion of all prerequisite courses (letter grade of C or higher; a grade of B- or higher is required in anatomy, physiology and microbiology).

Prerequisites:

- Human Anatomy & Physiology (6 - 8 credits; a grade of B- or higher is required)
- Microbiology (3 - 4 credits; a grade of B- or higher is required)
- Basic Statistics (3 credits)
- General Psychology (3 credits)
- General Sociology (3 credits)

- English Composition (3 - 6 credits)
- Completion of course in growth and development and a course in general nutrition strongly recommended

These courses may be taken at any accredited college, university, or community college. All prerequisite courses must be completed prior to enrolling in the ABSN Program.

4. Satisfactory performance on the Graduate Record Examination (GRE) within five years. A combined score of at least 1,000 is preferred. 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) Web site.
 - 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.
5. Completion of the online application for admission to the Accelerated Bachelor of Science in Nursing Program.
6. One official copy of all post-secondary educational transcripts. Official transcripts must be submitted from all universities attended. International transcripts should be sent to a credential evaluation agency such as [World Education Services](#).
7. Three recent letters of recommendation from non-family members
8. Strong, well-written personal statement.
9. Completion of an interview, usually in-person, with faculty members. Phone or Web-based interviews can be arranged, if necessary.
10. Intermediate-level computing skills in Microsoft Word, e-mailing, Web searching and browsing, etc.
11. \$50 non-refundable application fee, payable by credit card online, or by mailing a check or money order made out to "Duke University School of Nursing" to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. Do not send cash. No application will be processed until the application fee is paid.

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

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

Requirements for admission to the Master of Science in Nursing degree program of the Duke University School of Nursing are:

1. 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 in another field of study.

2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Bachelor's or post-Bachelor's course work must include satisfactory completion of a course in descriptive and inferential statistics (basic biostatistics).
4. Satisfactory performance on the Graduate Record Examination (GRE). For students who have earned a Master's or higher degree and for individuals with an undergraduate grade point average of 3.4 or higher on a 4.0 scale, the GRE requirement is waived. 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) Web site. 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.
5. Completion of application and application supplement forms for the Master of Science in Nursing Program.
6. One official copy of all post-secondary educational transcripts. Official transcripts must be submitted from all universities attended. International transcripts should be sent to a credential evaluation agency such as [World Education Services](#).
7. It is recommended, but not required, that applicants have a minimum of one year of nursing experience before matriculation. Applicants with less than one year of experience will be advised to take core courses in the first year of study while working to meet the clinical experience recommendation.
 - a) Candidates for admission to the MSN Program in certain specialties must meet additional work requirements.
 - b) Applicants in the [Nurse Anesthesia \(CNRA\)](#) specialty 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.
8. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - a) 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). 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 Web site; or
 - b) 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.

- c) Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
- d) Verification of licensure:
 - 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.
9. Three letters of reference attesting to academic ability, professional competency, and personal character.
10. Personal statement from the applicant. (For details, consult the online application.)
11. Must possess physical and mental skills and abilities necessary to successfully complete the School of Nursing curriculum.
12. All MSN applicants must have Basic Life Support Certification for Healthcare Providers.
13. Additional certification is required for admission to the MSN Program Duke University School of Nursing in certain specialties.
 - a) Candidates for admission to the MSN Program in the Nurse Anesthesia (CRNA) specialty 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.
 - b) Candidates for admission to the MSN Program in the Neonatal Nurse Practitioner specialty have the same admission requirements as all other MSN applicants, with the following addition: Neonatal Resuscitation Program (NRP) certification.
 - c) Candidates for admission to the MSN Program in the Pediatric Acute Chronic Care specialty have the same admission requirements as all other MSN applicants, with the following addition: Pediatric Advanced Life Support (PALS) certification.
14. Resume or Curriculum Vitae.
15. Telephone or personal interview as determined by program.
16. \$50 non-refundable application fee, payable by credit card online, or by mailing a check or money order made out to "Duke University School of Nursing" to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. Do not send cash. No application will be processed until the application fee is paid.

Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

ADMISSION REQUIREMENTS FOR THE ABSN-TO-MSN PATHWAY

1. To assist our Accelerated Bachelor of Science in Nursing graduates in advancing their nursing education, the Duke University School of Nursing will provisionally admit ABSN graduates into the Master of Science in Nursing Program.
2. This admission will be dependent upon a GPA of 3.0 or higher in the ABSN program and also on which specialty the student wishes to pursue.
3. Due to national regulations, some specialties in the MSN program require work experience prior to entering the program.
4. Consult the [ABSN-to-MSN Pathway Option page](#) for additional information about the ABSN-to-MSN Pathway.

ADMISSION REQUIREMENTS FOR THE RN-TO-MSN PATHWAY

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

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

The Post-Master's Certificate Option provides opportunities for students who already have a Master's degree to gain specialized knowledge within any of the specialties offered by the School of Nursing. Admission requirements are:

1. A Master's degree from an NLNAC or CCNE accredited school of nursing, or a Master's degree in another discipline acceptable to the specialty faculty. Non-nurse applicants will be considered for the Clinical Research Management (CRM) specialty only, and must possess a Master's/graduate degree from a discipline acceptable to the specialty faculty.
2. Bachelor's or post-baccalaureate course work must include satisfactory completion of a course in descriptive and inferential statistics. This requirement is waived if the student has completed a graduate course in statistics.
3. Completion of the online application for the Post-Master's Certificate Program.
4. One official copy of all post-secondary educational transcripts. Official transcripts must be submitted from all universities attended.
 - International transcripts should be sent to a credential evaluation agency such as [World Education Services](#).
5. Licensure or eligibility for licensure as a professional nurse in North Carolina is required for matriculation, unless:
 - a) 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). 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 Web site; or
- b) 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.
 - c) Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
 - d) Verification of licensure:
 - 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.
6. Nursing experience requirements may vary by specialty. It is recommended that applicants have a minimum of one year of nursing experience before matriculation.
- a) Applicants in the Nurse Anesthesia (CRNA) specialty must have 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.
7. Two letters of reference attesting to academic ability, professional competency, and personal character.
8. Must possess physical and mental skills and abilities necessary to successfully complete the School of Nursing curriculum.
9. Additional certification(s) may be required for admission as a PMC student at the Duke University School of Nursing in certain specialties.
- Applicants to the Nurse Anesthesia (CRNA) specialty must have Basic Life Support Certification for Healthcare Providers; Advanced Cardiac Life Support (ACLS) certification; and Pediatric Advanced Life Support (PALS) certification.

- Applicants to the Neonatal Nurse Practitioner specialty must have Neonatal Resuscitation Program (NRP) certification.
 - Applicants to the Pediatric Acute Chronic Care specialty must have Pediatric Advanced Life Support (PALS) certification.
10. Personal interview. Other arrangements will be made when distance is a factor.
 11. \$50 non-refundable application fee, payable by credit card online, or by mailing a check or money order made out to "Duke University School of Nursing" to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. Do not send cash. No application will be processed until the application fee is paid.

Selection will be based on the applicant's qualifications, intellectual curiosity, potential for professional growth, and contributions to the profession.

Admission Requirements for the Non-Degree Option

For nurses looking to improve their skills, the Duke University School of Nursing's [Non-Degree Nursing Courses Option](#) provides an alternative to a full program. An individual may take 7 graduate credits as a non-degree student in the Duke University School of Nursing, provided that he or she meets the requirements listed below:

1. Bachelor's degree.
2. Completion of the [Non-Degree Application](#) and the [Application Supplement](#) for the Non-Degree option.
3. One official copy of all post-secondary educational transcripts.
4. Transcript must show satisfactory completion of a course in descriptive and inferential statistics.
5. Resume or curriculum vitae.
6. Basic computer skills.
7. Permission of the instructor is required for the desired course(s).
8. 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 \(NLC\)](#). 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 Web site . All students from states participating in the NLC must provide proof of licensure to the Office of Admissions and Student Services.
9. \$50 nonrefundable application fee (personal check or money order). No application will be processed until the application fee is paid.

All non-degree application requirements must be received by the deadline for the semester during which the course will be offered. Requests for non-degree status will be considered within two weeks after the appropriate deadline. Non-degree 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.

Specialties offering [non-degree courses](#) include Adult Cardiovascular Care, Adult Acute Care Nurse Practitioner, Clinical Resource Management, Gerontology, Nurse Anesthesia, Nursing and Health Care Leadership, and Nursing Education

Admission as a non-degree student in the School of Nursing does not imply or guarantee admission to a degree program. Admission to the School of Nursing is limited to those applicants whose previous academic work or training indicates an ability to perform satisfactorily at the level established for the University's students.

If a non-degree student is later admitted to the Master of Science in Nursing degree program, a maximum of seven credits earned as a non-degree student will be accepted toward the MSN degree.

Admission Requirements for the Doctor of Nursing Practice (DNP) 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.

ADMISSION CRITERIA FOR DNP APPLICANTS WITH BSN DEGREE

1. 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).
2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Undergraduate course work must include satisfactory completion of a course in descriptive and inferential statistics.
4. Satisfactory performance on the Graduate Record Examination (GRE) if GPA is less than 3.4.
 - 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) Web site
 - 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.
5. Completion of the online application for the Doctor of Nursing Practice Program.
6. One official copy of all post-secondary educational transcripts.
 - Official transcripts must be submitted from all universities attended.
 - International transcripts should be sent to a credential evaluation agency such as [World Education Services](#).
7. Current licensure as a registered nurse in the state in which practice will occur.
 - a) Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.
 - b) Verification of licensure:

- Students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
 - 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.
 - Distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
8. Resume or curriculum vitae.
 9. Three letters of academic and/or professional reference. Use the [Duke University School of Nursing reference form](#), which can be downloaded from the School of Nursing Web site.
 10. Personal statement from the applicant.
 11. Portfolio of professional practice that highlights educational, professional and community activities, as well as scholarship.
 12. \$50 non-refundable application fee, payable by credit card online, or by mailing a check or money order made out to "Duke University School of Nursing" to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. Do not send cash. No application will be processed until the application fee is paid.

The applicant with a BSN must declare an advanced practice specialty area at the time of application. Obtaining a slot within an individual specialty may be competitive due to limited space within the specialty.

ADMISSION CRITERIA FOR DNP APPLICANTS WITH MASTER'S DEGREE

1. Earned Master's degree in an advanced practice specialty from a nationally accredited (NLNAC or CCNE) school of nursing,
 - 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.
2. Undergraduate grade point average of 3.0 or higher on a 4.0 scale.
3. Satisfactory completion of a graduate course in inferential statistics.
4. Satisfactory completion of a graduate course in research methodology.
5. Completion of the online application for the Doctor of Nursing Practice Program.
6. One official copy of all post-secondary educational transcripts.
 - Official transcripts must be submitted from all universities attended.
 - International transcripts should be sent to a credential evaluation agency such as [World Education Services](#).
7. Current licensure as a registered nurse in the state in which practice will occur.
 - a) Information about licensure procedures for the State of North Carolina can be accessed at the [North Carolina Board of Nursing Licensure/Listing Home Page](#), or obtained by sending a request to the North Carolina Board of Nursing at P.O. Box 2129, Raleigh, NC, 27602 or telephoning 919-782-3211.

- b) Verification of licensure:
- Students licensed by the state of North Carolina will have their licenses verified via the North Carolina Board of Nursing Online Licensure Verification Service.
 - 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.
 - Distance-based students must provide proof of licensure on an annual basis to the Office of Admissions and Student Services.
8. Certification as an advanced practice nurse (if applicable).
 9. Resume or curriculum vitae.
 10. Three letters of academic and/or professional reference. Use the [Duke University School of Nursing reference form](#).
 11. Personal statement from the applicant.
 12. Portfolio of professional practice that highlights educational, professional and community activities, as well as scholarship.
 13. \$50 non-refundable application fee, payable by credit card online, or by mailing a check or money order made out to "Duke University School of Nursing" to Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710. Do not send cash. No application will be processed until the application fee is paid.

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.

Admission Requirements for the PhD Program

The PhD in Nursing Program is a program of the Duke University 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—those having interest and aptitude for nursing research—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.

In addition to the requirements of the Duke University Graduate School, the School of Nursing has admission requirements specific to Nursing PhD candidates.

Prerequisites for admission to the PhD Program include:

1. A baccalaureate or Master's degree in nursing from a program accredited by the National League for Nursing (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) is required for admission to the PhD program.
 - a) **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. These prerequisites may be met by taking N307 (Research Methods) and N308 (Applied Statistics) before proceeding with PhD coursework.

- b) **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, a graduate-level statistics course, and an advanced nursing role course.
2. The Graduate Record Examination (GRE) is required of all applicants to the PhD in Nursing Program. 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) Web site. 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.
 3. Completion of the [online application for admission to the Graduate School of Duke University](#).
 4. Letters of recommendation. Three letters of recommendation to the Graduate School 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 strongly encourages applicants to submit electronic letters of recommendation via the online application, but provides the [option of paper submission](#) for applicants whose letter providers are unable or unwilling to submit electronically.
 5. Transcript(s). One copy of the official transcript from each institution (undergraduate or graduate) attended by the applicant must be submitted directly to the Graduate School Enrollment Services Office (127 Allen Bldg., Box 90065 Duke University, Durham NC, 27705). Transcripts should be submitted to the Graduate School in confidential, signed-across-the-seal envelopes provided by the registrars of each institution. Additional information about transcript requirements can be accessed through the [Duke University Graduate School Admissions Web](#) site.
 - The 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.)
 6. Personal Statement. Applicants to the PhD in Nursing Program are required to submit a personal statement describing themselves, their reasons for applying to graduate school, and their goals for graduate study in nursing. [Instructions for writing the personal statement](#) can be accessed online.
 - The personal statement should be submitted directly to the Graduate School Enrollment Services office together with the transcripts.
 - The personal statement must also be sent electronically to the PhD in Nursing Program at: huppert@duke.edu.
 7. Curriculum vitae (CV) or Resume. Applicants to the PhD Program must submit to the Duke University School of Nursing a curriculum vitae (CV) or

resume that summarizes their education, career experience, and contributions, if any (e.g., articles, presentations, research experience).

- The CV or resume should be sent electronically to the PhD in Nursing Program at: huppert@duke.edu.
 - The Graduate School or Duke University does not require a copy of the CV or resume.
8. **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 [North Carolina Board of Nursing Licensure/Listing Home Page](#) or obtained by mailing a request to the North Carolina Board of Nursing (P.O. Box 2129, Raleigh, NC 27602) or telephoning the NC Board of Nursing at (919)-782-3211.
 9. **Personal Interview.** Applicants may be asked to come to Duke for a personal interview with the admissions committee. In some cases, this interview may be conducted by telephone.
 10. **Application Fee.** A nonrefundable \$75 application fee (\$65 if received by November 15th) must accompany the application.
 - This fee must be submitted directly to the Graduate School Enrollment Services Office.

TECHNOLOGY REQUIREMENTS FOR PHD STUDENTS

Students entering the PhD Program are expected to have a laptop computer with wireless network capability and Windows XP, Vista Professional, Ultimate Vista, or Windows 7 as the operating system to support SAS statistical software. The School of Nursing, Duke University Medical Center Library, and many other areas of the campus are enabled for wireless access.

Note: All PhD students will be expected to use SAS TM software for statistical programming in their statistics courses. While SAS software can be accessed on the School computers, recent Microsoft operating systems offer the best SAS compatibility for personal computers.

Additional Admission Requirements for International Applicants

Duke University welcomes the unique cultural and personal perspectives of all people. International students are encouraged to review the [online resources for international applicants to Duke](#), and to apply early in the academic year prior to the year they wish to attend Duke to ensure time to complete the following additional requirements:

REQUIREMENTS FOR INTERNATIONAL APPLICANTS TO ALL PROGRAMS

1. **Financial support.** Evidence of adequate financial support for the duration of the program.
2. **[Test of English as a Foreign Language \(TOEFL\)](#).** The Duke University School of Nursing requires that 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).

- The TOEFL is administered through the Educational Testing Service. The TOEFL institution code number for Duke is 5156 (departmental code not needed). 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 are not acceptable; nor are "attested" or notarized copies.
- A minimum score of 100 on the internet-based TOEFL (iBT)—or 250 on the computer-based TOEFL (CBT) or 600 on the paper-based TOEFL (PBT)—is expected of all applicants.
- For testing dates and locations and additional information about the test, consult the [TOEFL home page](#) on the ETS website or TOEFL Services, Educational Testing Service, P.O. Box 6151, Princeton, NJ (telephone: 1-609-771-7100 or 1-877-863-3546).

PhD program only. International applicants to the PhD in Nursing Program may demonstrate proficiency in English using either the Test of English as a Foreign Language (TOEFL) or the International Language Testing System (IELTS). For the PhD Program, the IELTS may be preferred. An overall band score of 7 on the IELTS is expected for all applicants to Duke. For information about the IELTS, consult the [IELTS Web page](#).

3. 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 Web site](#).

Additional information about visa eligibility. Before Duke can issue the I-20 or the DS-2019, U.S. 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, PMC, 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 U.S. 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 Web site](#). It is the student's responsibility to submit the request to his/her current school.

4. Curriculum Requirements. The Duke University School of Nursing provides campus, distance, and online courses of study. International Students with an F-1 visa must maintain a course load of at least 9 credits per semester for Fall and Spring semesters. During these semesters, students must maintain a course load of at least 9 credits per semester. At least six of these credits must be taken on campus. If a program requires enrollment in the Summer semester, then comparable restrictions regarding online courses would apply.

ADDITIONAL REQUIREMENTS FOR INTERNATIONAL APPLICANTS TO GRADUATE PROGRAMS (MSN, PMC OPTION, DNP, AND PHD)

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

Full-time and Part-time Status

Opportunities for part-time study are available for most School of Nursing programs, except for the Accelerated BSN program, the Nurse Anesthesia specialty, and the PhD in Nursing program. Full-time status is defined as taking nine credits for Fall semesters and nine credits for Spring semesters and six credits for Summer semesters, except when fewer credits are needed for degree completion.

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

Students who wish to change from full-time or part-time status must notify their academic advisor by completing the online [Student Change of Major or Status](#) form.

Non-Academic Requirements for Matriculation

HEALTH AND IMMUNIZATION RECORD

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

Process for providing documentation. The [instructions for completing the process that provides the required documentation of immunizations](#) are provided online through the Duke Student Health Web site.

The process has three steps:

1. The student must download the Immunization Requirements Form for Duke health science students (available online from the Duke Student HealthCenter and complete the form. The completed form must then be reviewed and signed by the student's healthcare provider.
2. The student must then access and complete the online Duke Immunization and Health History Form.
3. Finally, the student must submit the signed Immunization Requirements Form (#1 above) to Duke Student Health Immunizations either by mail, fax, or scan/email.
 - Mailing address: Duke Student Health, Box 2899 DUMC, Duke University, Durham, North Carolina 27710 (Attention: Immunization Coordinator)
 - Fax numbers for Duke Student Health Immunizations: (919)-681-7386 or (919) 681-2874.
 - The scanned form can be emailed to DSHS_Immunizations@mc.duke.edu.

Students with any additional questions about this procedure should contact Duke Student Health by e-mail at DSHS_Immunizations@mc.duke.edu or by telephone at (919)-681-WELL. 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 *Form A, Certification of Health Requirements* to the Office of Admissions and Student Services. This certification form is sent electronically to each accepted student at the time of acceptance.

CRIMINAL BACKGROUND CHECK POLICY

Prior to the time of initial enrollment in the Duke University School of Nursing, students seeking degrees in the ABSN and MSN programs will be required to undergo a criminal background check to be cleared for participation in various clinical site experiences. A background check is also required for DNP students if the capstone project is implemented at a clinical site other than their place of employment. At the recommendation of the American Association of Colleges of Nursing, DUSON has contracted with CertifiedBackground.com to conduct background checks through a secure online process. Students must initiate this process and are responsible for payment of the typical charge of \$50.00.

BASIC LIFE SUPPORT TRAINING (ABSN)

All entering students must have a current American Heart Association (AHA) Basic Life Support-Healthcare Provider card demonstrating successful completion of AHA Basic

Life Support for Healthcare Providers training. This training must be valid for the duration of the ABSN Program.

SAFETY TRAINING

All Duke University School of Nursing students are required to complete safety training. Safety training courses are provided to all incoming ABSN students prior to matriculation as per instructions provided in the ABSN admission packet. It is the student's responsibility to maintain a current training status. Online safety training modules are available through the [Duke Occupational and Environmental Safety Office](#).

Admission Application Information

SUBMITTING THE APPLICATION

Accelerated Bachelor of Science in Nursing Program. Applications for the Duke University School of Nursing ABSN Program must be [submitted online](#). A nonrefundable processing fee of \$50 must accompany the application. The fee is payable by credit card online, or the applicant may mail a check or money order made out to "Duke University School of Nursing" to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710.

Master of Science in Nursing (MSN) Program and Post-Master's Certificate (PMC) Option. Applications for admission to the Duke University School of Nursing Master of Science in Nursing Program and the Post-Master's Certificate Option must be [submitted online](#). A nonrefundable processing fee of \$50 must accompany the application. The fee is payable by credit card online, or the applicant may mail a check or money order made out to "Duke University School of Nursing" to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710.

Non-Degree Students. To apply, submit the [non-degree application form](#) and [application supplement](#) (both available online) to the Office of Admissions and Student Services. A nonrefundable processing fee of \$50 payable to the Duke University School of Nursing must accompany the application.

Doctor of Nursing Practice (DNP) Program. Applications for the DNP Program of the Duke University School of Nursing must be [submitted online](#). A nonrefundable processing fee of \$50 must accompany the application. The fee is payable by credit card online, or the applicant may mail a check or money order made out to "Duke University School of Nursing" to: Duke University School of Nursing, Office of Admissions and Student Services, Box 3322, Durham, NC 27710.

PhD in Nursing Program. All applications to the PhD in Nursing Program 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 Web site. [Application information specific to the Duke University PhD in Nursing Program](#) is also available online.

PhD students will be admitted once a year for Fall Term. Applications must be received by December 8 of the previous calendar year, and a nonrefundable \$75 application fee (\$65 if received by November 15) must accompany the application. This fee must be submitted directly to the Graduate School Enrollment Services Office. No application is processed without the application fee.

GRADUATE RECORD EXAMINATION (GRE)

The Graduate Record Examination (GRE) must be taken by:

- Applicants to the Accelerated BSN Program.
- Applicants to the Master of Science in Nursing (MSN), except those who have previously completed a Master's degree in another field. The GRE is waived for all MSN applicants with a cumulative GPA of 3.4 and above, except for the Nurse Anesthesia specialty.
- All applicants to the PhD in Nursing Program.

To obtain information about the Graduate Record Examination and testing dates and locations, consult the [GRE home page](#) of the ETS. They can also be contacted by mail at P.O. Box 6000, Princeton, New Jersey 08541-6000 or telephone at 1-609-771-7670. When registering for the GRE, applicants should enter institution code 5156 on the list of designated score recipients in order to ensure that scores are sent to Duke University

INTERVIEW ARRANGEMENTS

ABSN Program, MSN Program, and PMC Option. After application information is received by the Office of Admissions and Student Services, the applicant will be contacted to make arrangements for a personal interview. Following this interview, the Admissions Committee will review the student's application.

DNP Program. Application to the DNP Program is a two-step process: 1) review of applications; 2) selected applicants are contacted to make arrangements for an interview.

PhD in Nursing Program. After application information is received by the Graduate School of Duke University, the Program will contact the applicant to make arrangements for a personal interview. Following this interview, the Admissions Committee will review the student's application.

APPLICATION DATES

Applications for admission are accepted and reviewed on a rolling basis. Submission deadlines vary by program. Deadlines for submitting applications for admission and for scholarships are listed below by program.

ABSN Program

- Application deadline for Spring 2011 enrollment: July 1, 2010.
- Application deadline for ABSN scholarships for Spring 2011 enrollment: August 6, 2010.
- Application deadline for Fall 2011 enrollment: December 1, 2010.
- Application deadline for ABSN scholarships for Fall 2011 enrollment: February 5, 2011.

MSN Program or Post-Master's Certificate Option

Application Deadlines for all specialties except Nurse Anesthesia (CRNA)

- Application deadline for Fall 2010 enrollment: August 1, 2010.
- Application deadline for Spring 2011 enrollment: December 1, 2010.
- Application deadline for Summer 2011 enrollment: April 2, 2011.

Application Deadline for MSN in Nurse Anesthesia (CRNA) specialty

- Application deadline for Spring 2011 enrollment: May 2, 2010.
- Application deadline for Spring 2012 enrollment: May 2, 2011.

Merit Scholarship Deadlines

- Application deadline for scholarships for Summer 2010 and Fall 2010 enrollment: March 1, 2010.
- Application deadline for scholarships for Spring 2011 enrollment: October 1, 2010.
- Application deadline for scholarships for Summer 2011 and Fall 2011 enrollment: March 1, 2011.

Non-Degree Students

- Submit all non-degree application requirements by the deadline for the semester during which the course will be offered. Applications received after the deadline will be considered on a space-available basis only.

DNP Program

For post-Master's DNP applicants:

- Application deadline for Fall 2011 enrollment: February 1, 2011.

For post-Bachelor's applicants:

- Application deadline for Fall 2010 enrollment: May 1, 2010.
- Application deadline for Spring 2011 enrollment: September 1, 2010.
- Application deadline for Summer 2011 enrollment: February 1, 2010.

PhD in Nursing Program

- Applications for the PhD Program must be received by the Graduate School of Duke University no later than December 8 for matriculation in the Fall semester of the next calendar year. (For applications received by November 15, there is a discounted application fee.)

FINANCIAL AID

Applicants who wish to be considered for financial assistance must complete the [Duke University School of Nursing \(DUSON\) Financial Aid Application](#) and the [Free Application for Federal Student Aid \(FAFSA\)](#) while applying for admission. [Instructions for compiling the financial documents needed to file the FAFSA](#) are provided online in the Financial Aid section of the Duke University School of Nursing Web site.

Additional information about applying for financial aid can be found in the Financial Aid section of this Bulletin or accessed online through the [Financial Aid section](#) of the Duke University School of Nursing Web site.

NOTIFICATION OF ACCEPTANCE STATUS

Applicants may be accepted, accepted with conditions, placed on the waiting list, or denied admission. Each applicant will receive written notification of all decisions.

TUITION DEPOSIT

A non-refundable deposit to the Duke University School of Nursing must accompany the acceptance of admission to the following School of Nursing programs:

- ABSN Program: \$500
- MSN Program or Post-Master's Certificate (except Nurse Anesthesia): \$150
- MSN Program or Post-Master's Certificate – Nurse Anesthesia: \$1000
- DNP Program: \$1000

These fees will be credited to the cost of tuition.

General Information About Academic Programs

COMMUNICATION BETWEEN DUKE UNIVERSITY AND STUDENTS

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

COMPUTER SKILLS

The School of Nursing is dedicated to technology-enhanced learning. Courses integrate technology in curriculum delivery and require an intermediate level of computer literacy, including proficiency in MS Word, file management skills, browser management skills, and basic computer security.

ADVISEMENT

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

For additional information about advisement in any program, consult the appropriate Student Handbook. Student Handbooks for all degree programs can be accessed online at: http://nursing.duke.edu/modules/son_currentstudents/index.php?id=58.

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 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).

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.

Academic Progression

The Student Handbook for each of the School of Nursing degree programs (ABSN, MSN/PMC, DNP, PhD) provides complete information about academic progression in the program, including policies and procedures concerning:

- 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 Specialty (MSN Degree Program or PMC Option)
- 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

[Student Handbooks for all Duke University School of Nursing degree programs](#) can be accessed online through the “Current Student Resources” section of the School of Nursing Web site.

Information for all Students

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
- Non-Discrimination Policy
- Duke Medicine No-Smoking Policy
- Alcohol /Drug Policy
- Student Mental Health Services
- Safety
- Duke University School of Nursing Personal Integrity Policy
- Duke University School of Nursing Judicial Board.

[Student Handbooks for all Duke University School of Nursing degree programs](#) can be accessed online through the “Current Student Resources” section of the School of Nursing Web site.

Program Requirements

Accelerated Bachelor of Science in Nursing Degree Requirements

Completion of the [Accelerated Bachelor of Science in Nursing Program](#) requires the completion of 58 credit hours of study. Two curricular options are available for ABSN students.



ABSN OPTION 1 (RESEARCH)

Fall	Credits
N201. Introduction to Professional Nursing and Evidence Based Practice	2
N203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*N330. Selected Topics in Advanced Pathophysiology	3
*N308. Applied Statistics	2
Total Undergraduate/Graduate	9/5
Spring	
N210. Pharmacology and Therapeutic Modalities for Nursing	3
N211. Adult Health Nursing	6
N212. Mental Health Nursing	3
N231A. Community Health Nursing	1
*N502. Health Promotion and Disease Prevention	3
Total Undergraduate/Graduate	13/3
Summer	
N220. Nursing Care of the Childbearing Family	4
N221. Pediatric Nursing	4
N224. Leadership, Management, and Contemporary Issues in Nursing	3
N231B. Community Health Nursing	1
*N307. Research Methods	3
Total Undergraduate/Graduate	12/3
Fall	
N230. Nursing Care of Older Adults and Their Families	3
N231C. Community Health Nursing	1
N232. Senior Seminar	1
N233. Nursing Specialty and Synthesis	4
*N312. Research Utilization	3
*Graduate Elective	1
Total Undergraduate/Graduate	9/4
TOTAL (58 credit hours)	43/15

* Signifies graduate courses and graduate credit

ABS N OPTION 2 (LANGUAGE)

Fall	Credits
N201. Introduction to Professional Nursing and Evidence Based Practice	2
N203. Foundations of Evidence Based Nursing Practice & Health Assessment	7
*N330. Selected Topics in Advanced Pathophysiology	3
*Language Elective	1
Total Undergraduate/Graduate	9/4
Spring	
N210. Pharmacology and Therapeutic Modalities for Nursing	3
N211. Adult Health Nursing	6
N212. Mental Health Nursing	3
N231A. Community Health Nursing	1
*N308. Applied Statistics	2
*Language Elective	1
Total Undergraduate/Graduate	13/3
Summer	
N220. Nursing Care of the Childbearing Family	4
N221. Pediatric Nursing	4
N224. Leadership, Management, and Contemporary Issues in Nursing	3
N231B. Community Health Nursing	1
*N502. Health Promotion and Disease Prevention	3
*Language Elective	1
Total Undergraduate/Graduate	12/4
Fall	
N230. Nursing Care of Older Adults and Their Families	3
N231C. Community Health Nursing	1
N232. Senior Seminar	1
N233. Nursing Specialty and Synthesis	4
*N307. Research Methods	3
*Language Elective	1
Total Undergraduate/Graduate	9/4
TOTAL (58 credit hours)	43/15

* Signifies graduate courses and graduate credit



Master of Science in Nursing (MSN) Degree Requirements

The [Master of Science in Nursing](#) degree requires the completion of 39 to 60 units of credit, depending on the specialty selected. These units include four core courses required of all Master's students, the research option, courses in the specialty, and electives.

REQUIRED CORE COURSES AND RESEARCH OPTIONS FOR MSN

Required MSN Core Courses	Credits
N301. Population-Based Approaches to Health Care	3
N303. Health Services Program Planning and Outcomes Analysis	3
N307. Research Methods	3
N308. Applied Statistics	2
MSN Required Core Courses Total	11
Research Options (Select One)	Credits
N312. Research Utilization in Advanced Nursing Practice	3
N313. Thesis	6
N314. Non-thesis Option	6
N315. Directed Research	3-6
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 3 units in the Research Options category. However, students who select Research Options N313 (Thesis) or N314 (Non-thesis Option) will be required to complete 6 units of research credit.

MSN Specialties

The [Master of Science in Nursing \(MSN\) Program](#) provides education in nursing specialties in support of advanced practice, and includes a comprehensive selection of health system-focused and clinical specialties.

The MSN Program includes the following health system-focused advanced practice specialties: Clinical Research Management, Nursing and Healthcare Leadership, Nursing Education, and Nursing Informatics.

The MSN Program includes the following clinical advanced practice specialties:

- [Nurse Practitioner \(NP\)](#)
 - Adult, Family, and Gerontology: Adult Acute Care NP, Adult NP-Primary Care, Adult NP-Cardiovascular, Adult NP-Oncology, Family NP, Gerontology NP
 - Pediatric and Neonatal: Pediatric NP, Pediatric Acute/Chronic Care NP, Neonatal NP, Neonatal NP/Pediatric NP in Rural Health.
- [Clinical Nurse Specialist \(CNS\)](#): Adult Critical Care CNS, Gerontological CNS, Oncology Adult CNS, Pediatric CNS, Neonatal CNS.
- [Nurse Anesthesia \(CRNA\)](#).

MSN: HEALTH SYSTEM-FOCUSED ADVANCED PRACTICE SPECIALTIES

The Duke University School of Nursing offer advanced nursing degrees in four [health system-focused advanced practice specialties](#): Clinical Research Management, Nursing and Healthcare Leadership, Nursing Education, and Nursing Informatics.

Clinical Research Management

Duke University and Duke University Health Systems are internationally recognized for excellence in research, education and patient care. Graduates from the Clinical Research Management Program at Duke University have an opportunity to access a world-class learning environment and call on resources that are among the best in the nation. The Clinical Research Management Program integrates training from many disciplines to provide a solid program strong in business and financial practices, regulatory affairs, and research management with an emphasis in the management of clinical drug, biological, and device trials. Graduates of this program will be prepared to work in research in industry, service or academic settings. This program is intended to be flexible and conducive to the adult learner. Students complete the core MSN courses plus six specialty courses in the specialty. The program is rounded out by electives from sciences, management, or other specialty areas. N498, the synthesis of specialty practice, is a 200-hour practice experience. The student may be placed as a member of a project team working on a drug, biological, or device development project in industry, academia, or government. Other experiences may be arranged based on the students needs. A minimum of 39 credits are required for graduation. Coursework in the specialty includes the following:

Clinical Research Management	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N351. Writing for Publication	3
N490. CRM: Trials Management	3
N491. CRM: Business and Financial Practices	3
N492. CRM: Regulatory Affairs	3
N493. Introduction to Clinical Research Data Management: Theory and Practice	3
N498. Synthesis of Specialty Practice	4
Electives	6
Minimum Requirements for MSN in this specialty	39

Nursing Education

The Nursing Education specialty 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 specialty is delivered primarily through an on-line asynchronous format that allows students to participate in courses at their own convenience. The specialty culminates in a 120-hour individualized practicum, where each student collaborates with a master educator to implement the role.

Coursework in the specialty includes the following:

Nursing Education	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3

Nursing Education	Credits
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N359. Independent Study in Writing for Publication	1
N498. Synthesis of Specialty Practice	3
N502. Health Promotion and Disease Prevention	3
N540. Principles of Clinical and Classroom Teaching	3
N541. Technology and Curriculum Design	3
N542. Tests and Measurements	3
Minimum Requirements for MSN in this specialty	40

Nursing and Healthcare Leadership

The Nursing and Healthcare Leadership specialty offers students a strong foundation in complex systems, organizational theory, financial management, and leadership practice. The program combines the unique strengths of online and face-to-face learning methods. Traditional healthcare 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 healthcare environment. The minimum number of credits required for graduation is 39. Course work in the specialty includes the following:

Nursing and Healthcare Leadership	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N351. Writing for Publication	3
N352. Business Writing in Healthcare	1
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
N401. Managing Complex Health Care Systems	3
N402. Financial Management and Budget Planning	3
N404. Health Economics	3
N405. Health Care Operations: Human Resources, Quality, Law and Ethics	3
N407. Persuasive Presentations in Health Care	1
N408. Effective Meeting Management in Health Care	1
N498. Synthesis of Specialty Practice	4
Minimum requirements for MSN in this specialty	39

Nursing Informatics

Graduates of the Nursing Informatics specialty develop knowledge and skills in the domain of clinical information systems, strategic planning, project management, and a variety of technologies. Knowledge will build on concepts of data-information-knowledge meta-structures and incorporate systems lifecycle planning and expert clinical domain modeling. The rigorous program combines online instruction with one campus session each semester and can be completed from anywhere in the world! Students are required to participate in two courses each semester, as a cohort, and are expected to work in virtual/online teams. A minimum of 39 credits is required for graduation. Course work in the specialty includes the following:

Nursing Informatics	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N409. Overview of Health Care Information Systems	3
N410. Informatics Issues in Healthcare Systems	3
N411. Nursing Informatics Theory and Application	2
N412. Health Systems Project Management	3

N413. Informatics Infrastructure for Safe Patient Care	3
N417. Capstone Seminar in Clinical Informatics Practice	2
N498. Synthesis of Specialty Practice	3
6 credits of Healthcare Leadership electives	6
Minimum Requirements for MSN in this specialty	39

MSN: NURSE PRACTITIONER SPECIALTIES—ADULT, FAMILY, AND GERONTOLOGY

The adult, family, and gerontology [Nurse Practitioner \(NP\) specialties](#) 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 specialties include Adult Acute Care Nurse Practitioner, Adult Nurse Practitioner-Primary Care, Adult Nurse Practitioner-Cardiovascular, Adult Nurse Practitioner-Oncology, Family Nurse Practitioner, and Gerontology Nurse Practitioner.

All students take the Nurse Practitioner Core Courses (listed below), which include pathophysiology, pharmacology, diagnostic reasoning and physical assessment, and management of common acute and chronic health problems. Each specialty also requires the completion of specific courses consistent with clinical practice in that specialty. The general pattern includes two specialty courses that are didactic or a combination of clinical and didactic, and a residency course. All adult, family, and gerontology nurse practitioner specialties require at least 600 hours of clinical experience, the minimum recommended by the National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing. (The number of clinical hours required varies by specialty.) As a capstone experience, all NP students are required to complete a final clinical residency under the mentorship of an experienced clinician in their respective area of expertise. The residency includes seminars that encourage the synthesis of clinical learning and the transition to the role of nurse practitioner. The minimum number of credits required for graduation varies by specialty, ranging from 43 to 45.

Nurse Practitioner Core Courses	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
Required Nurse Practitioner Core Courses (Total)	16

Adult Acute Care Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Acute Care	3
Minimum Requirements for MSN in this specialty	43

Adult Nurse Practitioner-Primary Care	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care Clinical Elective	3
Electives	5
Minimum Requirements for MSN in this specialty	43

Adult Nurse Practitioner-Cardiovascular	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular Elective	1-4 2
Minimum Requirements for MSN in this specialty	45

Adult Nurse Practitioner-Oncology	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology Elective	1 2
Minimum Requirements for MSN in this specialty	44

Family Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family Elective	4 3
Minimum Requirements for MSN in this specialty	45

Gerontology Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Nurse Practitioner Core Courses	16

N442. Sexual and Reproductive Health	2
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Elective/Independent Study	2
Minimum Requirements for MSN in this specialty	44

MSN: NURSE PRACTITIONER SPECIALTIES—PEDIATRIC AND NEONATAL

The neonatal and pediatric [Nurse Practitioner \(NP\) specialties](#) prepare graduates as nurse practitioners in primary, secondary, tertiary, long-term, or home care settings for pediatric patients across the age and illness continuum. Emphasis is placed on family-centered culturally sensitive care. The Pediatric Nurse Practitioner, Pediatric Acute/Chronic Care Nurse Practitioner, Neonatal Nurse Practitioner, and combined Neonatal/Pediatric Nurse Practitioner in Rural Health specialties build on Pediatric Nurse Practitioner Core Courses (listed below) that include neonatal/pediatric pathophysiology, neonatal/pediatric pharmacology, and neonatal/pediatric physical assessment. Courses in each specialty address management of pediatric or neonatal patients and families within the framework of the patient's stage of growth and development.

The specialty courses are supplemented by clinical hours which may include primary care pediatric clinics, pediatric intensive care, pediatric cardiology, neonatal/pediatric radiology, pediatric surgery, pediatric/neonatal transport, neonatal intensive care, neonatal transitional care, pediatric and neonatal step-down units, pediatric rehabilitation, pediatric home care, and school-based health clinics. A total of 600 clinical hours is required for graduation. This meets the requirements of specialty organizations and qualifies the graduate to sit for certification examinations in the specialty. The capstone course is the residency. Under the guidance of a mentor, students manage cohorts of patients in selected clinical facilities. Integral to the residency are seminars that address transition to the practitioner role, integration of clinical and didactic learning, and preparation for a position as a nurse practitioner. The minimum number of credits required for graduation varies by specialty, ranging from 44 to 56.

Pediatric Nurse Practitioner Core Courses	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
Total	18

Pediatric Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N439. Nurse Practitioner Residency: Pediatrics	4
Minimum Requirements for MSN in this specialty	44

Pediatric Acute/Chronic Care Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4-6
Minimum Requirements for MSN in this specialty	44

Neonatal Nurse Practitioner	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4-6
Minimum Requirements for MSN in this specialty	44

Neonatal Nurse Practitioner/Pediatric Nurse Practitioner in Rural Health	Credits
MSN Core Courses and Research (Minimum Requirement)	14
Pediatric Nurse Practitioner Core Courses	18
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4
N439. Nurse Practitioner Residency: Pediatrics	4
Minimum Requirements for MSN in this specialty	56

MSN: CLINICAL NURSE SPECIALIST (CNS) SPECIALTIES

The [Clinical Nurse Specialist \(CNS\)](#) specialties focus on developing the knowledge and skills necessary to provide care to patients with complex health problems and their families; care is provided in a variety of settings. The CNS specialties include: Clinical Nurse Specialist-Critical Care, Clinical Nurse Specialist-Oncology, Clinical Nurse Specialist-Gerontology, Clinical Nurse Specialist-Pediatrics, and Clinical Nurse Specialist-Neonatal.

Clinical Nurse Specialist students take courses specific to their specialty areas. Course work (listed individually below by specialty) includes core courses and credits in the specialty programs, with elective credits used to support the specialty. Core courses include physical assessment, pharmacology, and pathophysiology. The number of courses and clinical hours vary by specialty. Each specialty requires a residency as the capstone course. The minimum number of credits required for the Master's degree for CNS students is 40-49.

Adult Critical Care Clinical Nurse Specialist	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3

N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N457. Critical Care Clinical Nurse Specialist Residency	3
Electives/Independent Study	3
Minimum Requirements for MSN in this specialty	49

Adult Oncology Clinical Nurse Specialist	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N478. Clinical Nurse Specialist Residency: Oncology	4*
Electives/Independent Study	3
Minimum Requirements for MSN in this specialty	40

* Students with dual specialties in Oncology CNS and NP need only 2 credits of this course, but those taking the CNS specialty along need 4 credits of this course.

Gerontological Clinical Nurse Specialist	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N487. Clinical Nurse Specialist Residency: Gerontology	2-4
Minimum Requirements for MSN in this specialty	44

Pediatric Clinical Nurse Specialist	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4

N357. Physiologic Monitoring and Advanced Practice Procedures	3
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N430. Advanced Concepts in Pediatric Development and Behavior	3
N438. Clinical Nurse Specialist Residency: Pediatrics	3
Minimum Requirements for MSN in this specialty	46

Neonatal Clinical Nurse Specialist	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N424. Clinical Nurse Specialist Residency: Neonatal	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
Minimum Requirements for MSN in this specialty	46

MSN: NURSE ANESTHESIA (CRNA) SPECIALTY

The [Nurse Anesthesia \(CRNA\) specialty](#) is a 28-month full-time program of study leading to the degree of Master of Science in Nursing. There is no provision for part-time study. The Nurse Anesthesia specialty integrates theory, research, physiology, pharmacology, pathophysiology, chemistry, and physics. Students enrolled in the Nurse Anesthesia program will complete a minimum of 60 course credits, including over 800 clinical hours. In addition to core courses required by the School of Nursing, students will take specialty courses required by the Council on Accreditation (COA) of Nurse Anesthesia Educational programs. A Post-Master's Certificate option is also available.

Nurse Anesthesia (CRNA)	Credits
MSN Core Courses and Research (Minimum Requirement)	14
N353. Advanced Physiology	4
N512. Pharmacology of Anesthetic Agents	3
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	4
N518. Advanced Principles of Anesthesia II	3

N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology for Nurse Anesthetists II	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 semesters at 2 credits per semester)	14
Minimum Requirements for MSN in this specialty	60



Post-Master's Certificate (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 specialty 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 specialty. Completion of the Post-Master's Certificate will be documented in the student's academic transcript.

PMC SPECIALTIES

The Post-Master's Certificate Option provides education in a comprehensive selection of health system-focused and clinical advanced practice specialties.

Health system-focused advanced practice specialties include Clinical Research Management, Nursing and Healthcare Leadership, Nursing Education, and Nursing Informatics.

Clinical advanced practice specialties include:

- Nurse Practitioner (NP):
 - Adult Acute Care NP; Adult Acute Care for NP's
 - Adult NP-Primary Care
 - Adult NP-Cardiovascular; Adult NP-Cardiovascular for NP's
 - Adult NP-Oncology; Oncology Nursing for NP's
 - Family NP; Family Nurse Practitioner for NP's
 - Gerontology NP; Gerontology Nursing for NP's
 - Pediatric NP; Pediatric Acute/Chronic Care NP; Pediatric Acute/ Chronic Care for PNP's; Accelerated Pediatric Acute/Chronic Care NP for FNP's
 - Neonatal NP; Neonatal NP/Pediatric Practitioner in Rural Health
- Clinical Nurse Specialist (CNS): Adult Critical Care CNS, Gerontological CNS, Oncology Adult CNS, Pediatric CNS, Neonatal CNS.
- Nurse Anesthesia (CRNA).

The number of credits required to complete the Post-Master's Certificate varies by specialty. Course requirements for the PMC in each specialty are listed below.

PMC: HEALTH SYSTEM-FOCUSED ADVANCED PRACTICE SPECIALTIES

Clinical Research Management	Credits
N351. Writing for Publication	3
N490. CRM: Trials Management	3
N491. CRM: Business and Financial Practices	3
N492. CRM: Regulatory Affairs	3
N493. Introduction to Clinical Research Data Management: Theory and Practice	3
N498. Synthesis of Specialty Practice	4
Minimum Requirements for PMC in this specialty	19

Nursing Education	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N359. Independent Study in Writing for Publication	1

N498. Synthesis of Specialty Practice	3
N502. Health Promotion and Disease Prevention	3
N540. Principles of Clinical and Classroom Teaching	3
N541. Technology and Curriculum Design	3
N542. Tests and Measurements	3
Minimum Requirements for PMC in this specialty	26

Nursing and Healthcare Leadership	Credits
N400. Organizational Theory for Integrated Health Care Delivery Systems	3
N401. Managing Complex Health Care Systems	3
N402. Financial Management and Budget Planning	3
N404. Health Economics	3
N498. Synthesis of Specialty Practice	4
Minimum Requirements for PMC in this specialty	16

Nursing Informatics	Credits
N409. Overview of Healthcare Information Systems	3
N410. Informatics Issues in Healthcare Systems	3
N411. Nursing Informatics Theory and Application	2
N412. Health Systems Project Management	3
N413. Informatics Infrastructure for Safe Patient Care	3
N417. Informatics Capstone Seminar	2
N498. Synthesis of Specialty Practice	3
Minimum Requirements for PMC in this specialty	19

PMC: NURSE PRACTITIONER PMC SPECIALTIES—ADULT, FAMILY, AND GERONTOLOGY

Adult Acute Care Nurse Practitioner	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Acute Care	3
Minimum Requirements for PMC in this specialty	29

Adult Acute Care for NP's	Credits
N450. Management of Critically Ill Adult Patients I	4
N451. Management of Critically Ill Adult Patients II	4
N458. Nurse Practitioner Residency: Adult Critical Care	3
Electives	6
Minimum Requirements for PMC in this specialty	17

Adult Nurse Practitioner - Primary Care	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
Clinical Elective	3
Elective	3
Minimum Requirements for PMC in this specialty	27

Adult Nurse Practitioner - Cardiovascular	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N460. Advanced Management of Patients with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular	1-4
Minimum Requirements for PMC in this specialty	29

Adult Nurse Practitioner - Cardiovascular for NP's	Credits
N460. Advanced Management of Patient with Cardiovascular Diseases	3
N461. Care Management of Patients with Selected Cardiovascular Illnesses	4
N469. Nurse Practitioner Residency: Adult Cardiovascular	3
Electives	6
Minimum Requirements for PMC in this specialty	16

Adult Nurse Practitioner - Oncology	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N459. Nurse Practitioner Residency: Adult Primary Care	3
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology	1
Minimum Requirements for PMC in this specialty	28

Oncology Nursing for NP's	Credits
N470. Oncology Nursing I. Epidemiology and Pathophysiology	3
N471. Oncology Nursing II. Symptom and Problem Management	3
N479. Nurse Practitioner Residency: Adult Oncology	3
Electives	6
Minimum Requirements for PMC in this specialty	15

Family Nurse Practitioner	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N441. Child Health in Family Care	4
N442. Sexual and Reproductive Health	4
N449. Nurse Practitioner Residency: Family	4
Minimum Requirements for PMC in this specialty	28

Family Nurse Practitioner for NP's	Credits
N441. Child Health in Family Care	4
N449. Nurse Practitioner Residency: Family	4
Minimum Requirements for PMC in this specialty *	8*

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

Gerontology Nurse Practitioner	Credits
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Minimum Requirements for PMC in this specialty	28

Gerontology Nursing for NP's	Credits
N480. Social Issues, Health, and Illness in Aged Years	3
N481. Managing Care of the Frail Elderly	4
N489. Nurse Practitioner Residency: Gerontology	3
Electives (one must be a clinical elective)	6
Minimum Requirements for PMC in this specialty	16

PMC: NURSE PRACTITIONER SPECIALTIES–PEDIATRIC AND NEONATAL

Pediatric Nurse Practitioner	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
N439. Nurse Practitioner Residency: Pediatrics	4
Minimum Requirements for PMC in this specialty	30

Pediatric Acute/Chronic Care Nurse Practitioner	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
Minimum Requirements for PMC in this specialty	30

Pediatric Acute/Chronic Care for PNP's	Credits
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N428. Nurse Practitioner Residency: Pediatric Acute Care	4
Minimum Requirements for PMC in this specialty	12*

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

Accelerated Pediatric Acute/Chronic Care NP for FNP's	Credits
N329. Neonatal and Pediatric Pathophysiology for the Family Nurse Practitioner	3
N429. Clinical Integration Course for Pediatric Acute & Chronic Care for the FNP	6
N431. Advanced Concepts in Pediatric Growth and Development for the Family Nurse Practitioner	3
Minimum Requirements for PMC in this specialty	12

Neonatal Nurse Practitioner	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3

N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4-6
N430. Advanced Concepts in Pediatric Development and Behavior	3
Minimum Requirements for PMC in this specialty	30

Neonatal Nurse Practitioner/Pediatric Nurse Practitioner in Rural Health	Credits
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N322. Common Pediatric Management Issues I	4
N323. Common Pediatric Management Issues II	4
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiological Monitoring and Advanced Practice Procedures	3
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N423. Nurse Practitioner Residency: Neonatal	4
N430. Advanced Concepts in Pediatric Development and Behavior	3
N439. Nurse Practitioner Residency: Pediatrics	3
Minimum Requirements for PMC in this specialty	41

PMC: CLINICAL NURSE SPECIALIST (CNS) SPECIALTIES

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

Adult Oncology Clinical Nurse Specialist	Credits
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Practice Nursing	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N470. Oncology Nursing I: Epidemiology and Pathophysiology	3
N471. Oncology Nursing II: Symptom and Problem Management	3
N478. Clinical Nurse Specialist Residency: Oncology	4
Minimum Requirements for PMC in this specialty	23

Gerontology Clinical Nurse Specialist	Credits
N309. Professionalism in Advanced Practice	3
N330. Selected Topics in Advanced Pathophysiology	3
N331. Clinical Pharmacology and Interventions for Advanced Nursing Practice	3
N332. Diagnostic Reasoning & Physical Assessment in Advanced Nursing Practice	4
N333. Managing Common Acute and Chronic Health Problems I	3
N334. Managing Common Acute and Chronic Health Problems II	3
N442. Sexual and Reproductive Health	2
N480. Social Issues, Health, and Illness in the Aged Years	3
N481. Managing Care of the Frail Elderly	4
N487. Clinical Nurse Specialist Residency: Gerontology	2-4
Minimum Requirements for PMC in this specialty	30

Pediatrics Clinical Nurse Specialist	Credits
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N324. Health Care of Infants and Children in Rural Settings	2
N331. Clinical Pharmacology and Interventions for Advanced Practice Nursing	3
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N426. Managing Acute and Chronic Health Conditions in Children I	4
N427. Managing Acute and Chronic Health Conditions in Children II	4
N430. Advanced Concepts in Pediatric Development and Behavior	3
N438. Clinical Nurse Specialist Residency: Pediatrics	3
Minimum Requirements for PMC in this specialty	32

Neonatal Clinical Nurse Specialist	Credits
N309. Professionalism in Advanced Practice	3
N320. Neonatal and Pediatric Pathophysiology	3
N321. Neonatal and Pediatric Pharmacology	3
N324. Health Care of Infants and Children in Rural Settings	2
N336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N357. Physiologic Monitoring and Advanced Practice Procedures	3
N420. Managing Acute and Chronic Health Conditions in the Newborn I	4
N421. Managing Acute and Chronic Health Conditions in the Newborn II	4
N424. Clinical Nurse Specialist Residency: Neonatal	3
N430. Advanced Concepts in Pediatric Development and Behavior	3
Minimum Requirements for PMC in this specialty	32

PMC: NURSE ANESTHESIA (CRNA) SPECIALTY

Nurse Anesthesia (CRNA)	Credits
N353. Advanced Physiology	4
N512. Pharmacology of Anesthetic Agents	3
N513. Basic Principles of Anesthesia	3
N514. Anesthesia Pharmacology	3
N515. Chemistry and Physics Related to Anesthesia	3
N517. Advanced Principles of Anesthesia I	4
N518. Advanced Principles of Anesthesia II	3
N521. Advanced Pathophysiology for Nurse Anesthetists I	3
N522. Advanced Pathophysiology for Nurse Anesthetists II	3
N526. Professional Aspects of Nurse Anesthesia Practice	3
N529. Clinical Anesthesia Practicum (7 semesters at 2 credits/semester)	14
Minimum Requirements for PMC in this specialty	46



Doctor of Nursing Practice (DNP) Program: Degree Requirements

The Doctor of Nursing Practice (DNP) program requires a minimum of 73 to 94 credit hours post BSN, depending on the advanced practice specialty selected.

A DNP student who has already earned a Master’s degree in nursing in an advanced practice specialty will need a minimum of 35 credit hours, including 6 credit hours of graduate electives and 6 credit hours of the capstone class (N665).

The capstone class is a 3–5 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](#). Two sample matriculation plans for the DNP program (one for a student entering with the MSN degree, and one for a student entering with the BSN degree) are shown below.

SAMPLE DNP MATRICULATION PLAN: POST-MASTER’S ADVANCED PRACTICE SPECIALTY CURRICULUM

A sample DNP matriculation plan for a student who enters the DNP program already having the MSN degree in an advanced practice specialty is shown below. In this plan, which requires the completion of 35 credit hours, the capstone project is scheduled over a period of four semesters.

Course Number and Name	Credits
Year 1 Fall	
N650. Evidence Based Practice	3
N656. Quantitative Analysis for Evaluating Health Care Practices	3
Term Total	6
Year 1 Spring	
N651. Evidence Based Practice	3
N402. Financial Management and Budget Planning	3
N665. Capstone Project	1
Term Total	7
Year 1 Summer	
N653. Data Driven Health Care Improvements	3
N654. Effective Leadership	3
N665. Capstone Project	2
Term Total	8
Year 2 Fall	
N652. Transforming the Nation’s Health	3
N665. Capstone Project	1
Graduate Elective	3
Term Total	7

Year 2 Spring	
N665. Capstone Project	1
N655. Health System Transformation	2
Graduate Elective	3
Term Total	6

Year 2 Summer	
N665. Capstone Project	1
Term Total	1

TOTAL CREDIT HOURS (minimum for program) 35

SAMPLE MATRICULATION PLAN FOR POST-BSN STUDENT: DNP WITH FAMILY NURSE PRACTITIONER SPECIALIZATION

A sample matriculation plan for a full-time student entering the program with a BSN degree is shown below. This is one example of a plan for completion of the Doctor of Nursing Practice degree with Family Nurse Practitioner (FNP) specialization. It requires a minimum of 83 credit hours, with the 6-credit capstone project scheduled for the last three semesters of the program. (In other plans, the capstone project could be scheduled for completion in two semesters or spread out over as many as five semesters.

Course Number and Name	Credits
Year 1 Fall	
N307. Research Methods	3
N301. Population-Based Approaches to Health Care	3
N332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice	4
N330. Selected Topics in Advanced Pathophysiology	3
Term Total	13
Year 1 Spring	
N303. Health Services Program Planning and Outcomes Analysis	3
N308. Applied Statistics	2
N331. Clinical Pharmacology	4
N333. Managing Common Acute and Chronic Health Problems I	3
Term Total	12
Year 1 Summer	
N312. Research Utilization in Advanced Nursing Practice	3
N334. Managing Common Acute and Chronic Health Problems II (104 Practicum hours)	3
Graduate Elective	3
Term Total	9
Year 2 Fall	
N441. Child Health in Family Care (104 Practicum Hours)	4
N442. Sexual and Reproductive Health (104 Practicum Hours)	4
N502. Health Promotion and Disease Prevention	3
Term Total	11
Year 2 Spring	
N402. Financial Management and Budget Planning	3
N449. Nurse Practitioner Residency: Family (400 Practicum Hours)	4
Term Total	7

Year 2 Summer		
N653. Data Driven Health Care Improvements		4
N654. Effective Leadership		2
	Term Total	6
Year 3 Fall		
N650. Evidence Based Practice and Applied Statistics I		3
N652. Transforming the Nation’s Health		3
N656. Qualitative Analysis for Evaluating Health Care Practices		3
	Term Total	9
Year 3 Spring		
N651. Evidence Based Practice and Applied Statistics II		3
N655. Health System Transformation		2
N665. Capstone Project		2
	Term Total	7
Year 3 Summer		
Graduate Elective		3
N665. Capstone Project		2
	Term Total	5
Year 4 Fall		
Graduate Electives		3
N665 Capstone Project		2
	Term Total	5
TOTAL CREDIT HOURS (minimum for program)		84



photograph by Megan Morr, Duke Photography

PhD in Nursing Program: Degree Requirements

COURSE WORK 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 in Nursing Program](#).

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; a graduate-level statistics course; and an advanced nursing role course.

Course Work Requirements for All PhD Students

The PhD in Nursing Program requires a minimum of 57 credit hours of course work prior to the dissertation.

- PhD course work is structured with a substantial core (39 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 (18 credits) to be taken mainly outside of nursing in other Duke University departments. 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 course work to support the dissertation research plan.

PHD IN NURSING PROGRAM: SAMPLE MATRICULATION PLAN

The sample PhD matriculation plan shown below indicates the scheduling of the 57 credit hours of course work that must be completed by all students in the PhD in Nursing Program.

Course Number and Name	Credits
Year 1 Fall	
N601. Philosophy of Science & Theory Development	3
N602. Advanced Research Methods	3
N607(a). Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems	3
N611. Introductory Statistics	3
Term Total	12
Year 1 Spring	
N603. Statistical Analysis I: The Linear Regression Model	3
N606. Qualitative Research Methods	3
N607(b). Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems	3
Term Total	9
Year 2 Fall	
N608(a). Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & Care Systems	3

N604. Statistical Analysis II: Categorical Data Analysis	3
Elective	3
Term Total	9

Year 2 Spring

N608(b). Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & Care Systems	3
N605. Longitudinal Methods	3
Elective	3
Term Total	9

Preliminary Exam (written and oral): end of Year 2 or beginning of Year 3

Year 3 Fall

N609(a). Doctoral Seminar in Nursing Science III: Dissertation	3
Elective	3
Elective	3
Term Total	9

Year 3 Spring

N609(b). Doctoral Seminar in Nursing Science III: Dissertation	3
Elective	3
Elective	3
Term Total	9

*Dissertation Proposal Defense (written and oral):
Year 3 or beginning of Year 4*

Year 4 Fall

Dissertation	0
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Year 4 Spring

Dissertation	0
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Dissertation Defense: End of Year 3 or Year 4

TOTAL CREDIT HOURS (minimum requirements) 57

ADDITIONAL REQUIREMENTS OF THE PHD PROGRAM

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

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 PhD program.
- Complete ongoing training in [training in the Responsible Conduct of Research](#).

- Pass the preliminary 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 Web site, and in the current [Bulletin of the Graduate School of Duke University](#).
- Comply with all other requirements specified in the current [Bulletin of the Graduate School of Duke University](#).

REQUIREMENTS SPECIFIC TO THE PHD IN NURSING PROGRAM

In addition to course work and the dissertation, the PhD in Nursing Program requires the completion of two program-long structured activities:

- Mentored research and teaching experiences
- Development of the student's scholarly portfolio.

Detailed information about these requirements is provided in the [PhD in Nursing Program Graduate Student Handbook](#) for 2010-2011.

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

1. ***Preliminary Examination*** (written and oral; usually taken by the end of the second year or beginning of the third year)
2. ***Dissertation Proposal Defense*** (written and oral; usually in the third year)
3. ***Final Oral Examination of Dissertation*** (as early as the end of the third year, but more frequently during or at the end of the fourth year)

For comprehensive descriptions of these examinations and the benchmarks for student progress in the PhD program consult the [PhD in Nursing Program Graduate Student Handbook](#) for 2010-2011 (available online), or contact PhD Program Coordinator Revonda Huppert by email at huppert@duke.edu or by telephone at 919-668-4797

Courses of Instruction

Course offerings and content 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 core nursing problem solving frameworks including the nursing process, functional health patterns and evidence-based practice. Prerequisite: Introductory Course. 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. 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. Prerequisite: Nursing 201, 203, and 330. 3 credits.

211. Adult Health Nursing. Focuses on the problem solving process for nursing care of young and middle-aged adults with health problems across the illness continuum. The clinical component focuses on the professional role in providing patient care and evaluating outcomes in collaboration with other health team members. Prerequisite: Nursing 201, 202, 330 and 332. Prior or current enrollment Nursing 210. 6 credits.

212. Mental Health Nursing. Focuses on the care of individuals, groups and families experiencing mental health challenges. The clinical component encompasses a broad range of mental health services in a variety of environments and provides opportunity to utilize therapeutic communication skills. Prerequisite: Nursing 201, 202, 330, and 332. 3 credits.

220. Nursing Care of the Childbearing Family. 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 women. The clinical component includes



planning, implementing, and evaluating nursing care of the childbearing family in acute care settings. Prerequisite: 201, 203, 330. 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. Prerequisite: Nursing 211. Taken concurrently with Nursing 220. 4 credits.

224. Leadership, Management and Contemporary Issues in Nursing. This course focuses on the principles of leadership, management and contemporary issues in nursing. Students apply principles of nursing leadership to clinical scenarios, integrating legal, ethical, political, economic and social contexts. Articulates understanding of health care policy and global health issues within nursing practice. Prerequisite: Nursing 211. 3 credits.

230. Nursing Care of Older Adults and Their Families. This course 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, and/or long term care facilities. Prerequisite: 201, 203, 330. 3 credits.

231A. Community Health Nursing I. In this course, students will learn the foundation and principles of community health nursing practice. The course will focus on nursing care of the individual, nursing care systems, and population health. It covers the framework of public health, history of public health nursing, role of the nurse in promoting health in the community, levels of prevention, *Healthy People 2010*, and an overview of community assessment. Includes selected clinical experiences. Prerequisites: Nursing 201 and 203, Co-requisites: Nursing 211 and 212. 1 credit.

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

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

232. Senior Seminar. This course builds on previous coursework and focuses on the integration of behaviors essential for the role transition from student to professional nurse. It builds upon and promotes synthesis on clinical management and leadership principles. Prerequisite: Nursing 201, 203 and 333. Co-requisite: Nursing 233. 1 credit.

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

259. Independent Study Professional Portfolio. The course focuses on articulating the components of critical thinking as a foundation for evidence based on nursing care. Health promotion concepts, risk reduction methods, and the principles of genetics are incorporated into a plan of care. Health care technology and information management are described as they relate to nursing practice. 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. Fall, spring. 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. Fall: on-campus and on-line; Spring: on-campus; Summer: on-line. 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. Summer. Prerequisite or concurrent: Nursing 307 and 308, or consent of instructor. 3 credits.

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

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

315. Directed Research. 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. Neonatal and Pediatric Pathophysiology. Focuses on advanced pathophysiologic knowledge as a basis for understanding alterations in biologic processes in the developing organ systems of neonatal and pediatric patients. With this foundation, students learn to differentiate normal from abnormal findings in patients from birth through eighteen years. Fall. 3 credits.

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

322. Common Pediatric Management Issues I. Focus on comprehensive assessment and management of selected pediatric primary care problems. Includes information on acute and chronic illnesses, health maintenance issues, and recognition of circumstances that require interdisciplinary collaboration or referral within the areas of dermatology, ophthalmology, otolaryngology, cardiac, pulmonary, immunology, rheumatology, gastrointestinal, and urology. Integration of pathophysiology and the pharmacological management of common problems. Emphasis on advanced practice role development in care management discussions and supervised clinical practice. Clinical practice opportunities in a variety of settings are arranged with the instructor. Spring. 104 clinical hours. Prerequisites: Nursing 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 pathophysiologic knowledge as a basis for understanding alteration in biologic processes in the developing organ system of neonatal and pediatric patients. With this foundation and the experience of the FNP, students learn to differentiate normal from abnormal findings in patients from birth through eighteen years. 3 credits.

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

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

332. Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. This course is adult focused with lecture and laboratory sessions designed to increase assessment skills and diagnostic reasoning appropriate for advanced clinical practice. Provider-patient interaction, patient data collection, and oral and written presentations are emphasized using faculty monitored student-to-student practice. Attention is given to development of an extensive set of assessment skills which will allow the learner to differentiate the normal anatomic and physiologic variation of adults from common abnormalities. Course placement is the semester prior to the first clinical course. Online course has 3 required campus-based sessions. Consent of instructor required. Prerequisite: N330 and current BLS certification. 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. Instructor consent required. Online course has 3 required campus-based sessions. 1 credit.

333. Managing Common Acute and Chronic Health Problems I. Emphasizes assisting adult patients to reach or maintain the highest level of health and functioning, with a focus on health promotion, health maintenance, and primary care management of the most common acute or chronic respiratory, cardiac, genitourinary, endocrine, dermatological, and musculoskeletal problems encountered by patients and families. Pharmacological management is systematically integrated. Clinical practice is in a variety of primary care settings including public and private, internal, and family medicine practices, and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. 104 clinical hours. Spring: Campus. Summer: Online. Prerequisites: Nursing 330 and 331. Prerequisite or concurrent: Nursing 332. 3 credits.

334. Managing Common Acute and Chronic Health Problems II. Emphasizes assisting adult patients to reach or maintain the highest level of health and functioning, with a focus on primary care management of less common acute or chronic respiratory, cardiac, gastrointestinal, musculoskeletal, neurological, and mental health problems encountered by patients and families. Pharmacological management is systematically

integrated. Clinical practice is in a variety of primary care settings including public and private, internal, and family medicine practices, and community health clinics. Advanced practice role development is examined in seminars and supervised clinical practice. 104 clinical hours. Summer: Campus. Fall: Online. Prerequisites: Nursing 330, 331, 332, and 333. 3 credits.

336. Pediatric Diagnostic Reasoning and Physical Assessment in Advanced Nursing Practice. Combines lecture and laboratory experiences to develop advanced skills in assessment of physical, cognitive, nutritional, cultural, and functional domains of pediatric patients. Practitioner-patient interactions, data collection, diagnostic reasoning, and oral and written presentation of data are emphasized. Fall. 4 credits.

351. 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. Fall, Spring and Summer: on-line. 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. Fall (distance-based). 3 credits.

401. Managing Complex Health Care Systems. This course is an in-depth analysis of health care organizations as complex adaptive systems. The continuous change and

unpredictability of complex systems, such as health care delivery systems, the importance of relationships, and the role of self-organization, emergence and co-evaluation will be explored. Implications for management will be explored including sense making, learning, improvisations, thinking about the future, and designing as substitutes for traditional activities of command, control, prediction and planning when complex health care systems. Spring (distance-based). 3 credits.

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

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

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

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

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

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

409. Overview of Health Care Information Systems. This course provides an overview of historical, current, and emerging information systems in health care. Multiple systems,

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

410. Informatics Issues in Health Care Systems. This course introduces the landscape of data standards necessary to achieve interoperability within and among complex healthcare organizations. Standards covered being with the planning phases for health information technology (HIT) through data, data structures, terminology, data transport, electronic health records and personal health records, decision support, privacy and security, and other related applications. The creation, functionality, uptake, and the usability of standards from both a national as well as international perspective will be discussed. 3 credits.

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

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

413. Informatics Infrastructure for Safe Patient Care. This course is designed to facilitate the design and development of informatics solutions for real-world problems of providing safe patient care. Students will learn tools and strategies for domain modeling and building data-to-outcome information system components that require knowledge of informatics issues, standards, and relevant theories as well as evidence-based quality improvement strategies. Prerequisites: Nursing 409, 411, and 412. Fall (distance-based). 3 credits.

417. Capstone Seminar in Clinical Informatics Practice. This final capstone seminar course is designed to help graduating students synthesize prior learning as they transition from the academic environment into new professional roles in nursing and clinical informatics. The course will simultaneously facilitate tools to assist with a new job search while focusing seminar discussion on relevant hot topics in informatics that require students to use critical and creative thinking skills that synthesize program content, clinical expertise and personal values. Prerequisite: N410, N411, N412, and N413. Spring (distance-based). 2 credits.

418. Nursing Informatics Residency. Builds the student's knowledge and experience in nursing informatics within the context of advanced nursing practice. Students develop independent problem-solving skills in the synthesis of advanced practice nursing and

informatics under the guidance and mentorship of a practicing informatics specialist (preceptor). Consent of instructor required. 3 to 9 units. Minimum 156 residency hours. Prerequisites: Nursing 410 and 411. Spring (distance-based). Variable 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 I, II, and III newborn units as well as follow-up clinics and transport. 3 to 6 units. Fall, spring, summer. 300 to 600 residency hours. Prerequisites: Nursing 320, 321, 336, 420, 421, and 430. Variable credit.

424. Clinical Nurse Specialist Residency: Neonatal. Focuses on the synthesis of theory and clinical skills for the clinical nurse specialist within a collaborative practice. Emphasis is placed on education, consultation, research, and clinical practice. 1 to 4 units. 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. Fall. 3 credits.

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

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

441. Child Health in Family Care. Focuses on children from infancy through adolescence within the contextual frameworks of family, school, and community. The course addresses growth and development, health maintenance, and anticipatory guidance needs of various age groups. The role of the family nurse practitioner in the management of common primary health care problems of children is emphasized. Clinical practice is in primary care settings that serve children: public health departments, school-based clinics, public and private family and pediatric practice sites, and rural/urban community health clinics. Fall. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 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. 104 direct patient care clinical practice hours are required for FNP majors; no clinical practice for other majors. FNP: Register for 4.0 credit section. Others: Register for 2 credit section. Prerequisites: For FNP Majors: Nursing 330, 331, 332, 333, 334; For other majors: 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 through out 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 Patients I. Focuses on pathophysiological mechanisms (cardiovascular, pulmonary, and hepatic), clinical decision making, and treatment modalities for managing common problems seen in acutely/critically ill patients. Integration of technological aspects of care is emphasized in both the didactic and clinical components. Fall. 200 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, and 334. 4 credits.

451. Management of Critically Ill Adult Patients II. Focuses on pathophysiological mechanisms, clinical decision making and treatment modalities for the management of health problems seen in acutely/critically ill patients. Consent of instructor required. Spring. 200 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, and 450. 4 credits.

455. Global Health. This course will offer students a detailed multidisciplinary introduction to major global health problems and their direct and indirect causes. Health disparities among and within nations will be explored for their causal relationships. Specific diseases and disease trends will be examined from the perspectives of biology, ethics, law, psychology, business, sociology, political science, environment, history, nursing, and other medicine. Possible interventions will be examined through the disciplinary bases of engineering, medicine and public health. Diseases will include, but not be limited to: such as malaria, tuberculosis, 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. Variable credit.

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

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

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

461. Care Management of Patients with Selected Cardiovascular Illnesses. Provides the student with supervised experience in care management of adult patients with selected

cardiovascular illnesses in a variety of clinical settings. Students use the knowledge and critical thinking skills developed in Nursing 460 in patient evaluations and care management. Weekly seminars focus on paradigm cases from clinical practice and provide students opportunities for experience in making case presentations. Spring. 104 clinical hours. Prerequisites: Nursing 330, 331, 332, 333, 334, and 460. 4 credits.

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

470. Oncology Nursing I: Epidemiology and Pathophysiology. Focuses on 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. Case management and case studies are used to explore clinical problems. Summer. 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. Summer. 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. Supervised practice in adult oncology nursing. Management of the care of patients with cancer/HIV AIDS in ambulatory and inpatient settings. Development of the domains and competencies of nurse practitioner practice in oncology settings. Intense clinical practice under the mentorship of experienced clinicians including performing health assessments; ordering, performing, and interpreting diagnostic tests; determining a plan of care for patients and families; collaborating with the health care team; and referring patients to other health care providers. Seminars encourage the synthesis of clinical learning and the transition to the role of adult nurse practitioner. 1 to 3 units. Fall, spring, summer. 100 to 300 residency hours. Prerequisites: Nursing 330, 331, 332, 333, 334, 442, 470, and 471. Variable credit.

480. Social Issues, Health, and Illness in the Aged Years. Examines diversity in development and adaptation to environmental, social, psychological, and biological changes. Theories of aging, health and aging, intimacy and sexuality, rural-urban health

care patterns, minority health care patterns, demographic trends, and death, dying, and loss are discussed. Spring. 3 credits.

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

482. Palliative Care in Advanced Practice Nursing. 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, 442, 480, and 481. Variable credit.

490. Clinical Research Management: Trials Management. Focuses on the overall management of Phase I, II, and III clinical trials in industry, academia, and government

settings. Emphasis is placed on development, initiation, and execution of clinical trials. Course content includes intensive training in the processes involved in site evaluation and selection, preparation for investigator meetings, site initiation, site management, clinical research monitoring, auditing and compliance practices, clinical research management tracking and reporting systems, adverse event reporting, data safety review boards, data management, site termination, and clinical trial management. Spring (on-line). 3 credits.

491. Clinical Research Management: Business and Financial Practices. Familiarizes the student with the drug, device, and biologic development industry as a business. The overarching framework is the organizational structure, processes, procedures, and legal and ethical standards common to the industry. Integral to the course is the development/refinement of critical thinking skills with respect to problem solving real life actual and potential problems arising out of drug development. Knowledge of contracts, business ethics, cultural differences, and legal issues will be stressed. Summer (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 (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. Clinical Research Management, Education, Informatics, or Nursing and Healthcare Leadership. This course is designed to help graduating students integrate and synthesize prior learning as they transition from the academic environment into advanced practice professional roles in health care. The major goal of the course is to provide opportunities to increase both competence and confidence in the student's ability to perform in the advanced practice role. The course emphasizes synthesis of program content, personal and professional values, creative and critical thinking skills, independent problem-solving, and leadership strategies in the student's chosen area of practice. Variable credit 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. Addresses uptake, distribution, biotransformation, and excretion of intravenous, local, and inhalation anesthetics, neuromuscular blocking agents, and adjunctive medications used in anesthesia practice.

Emphasis is given to mechanisms of drug action, drug effects, factors modifying drug dosage, and adverse responses. Consent of instructor required. Spring. 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. Anesthesia Pharmacology. This course focuses on developing advanced knowledge of pharmacologic concepts especially as they relate to the anesthetized patient. Pharmacologic mechanisms of action, dose-effect relationships, and time course disposition will be covered. Topics include neuromuscular blocking agents and reversals, local anesthetics, autonomic pharmacology, drug therapy for asthma, and cardiovascular pharmacology. The cost-benefit and the risk-benefit profiles of these drugs will be examined. Summer. 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 pathophysiologic conditions, as well as the administration and management of selected (peripheral nerve) regional anesthetic techniques are completed. Prerequisite: Nursing 517. 3 credits.

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

522. Advanced Pathophysiology for Nurse Anesthetists II. Describes the underlying pathophysiology of selected conditions affecting the neurological, hematological, gastrointestinal, endocrine, and immunological systems. Implications and effects that various disease states have on anesthesia selection and perioperative management are highlighted. Consent of instructor required. Fall. 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. 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. 2 credit per rotation. 2 credits.

531. Medical Spanish and Cultural Competency for Health Care Beginner Level I.

This course is a conversational language course designed to develop basic language skills in medical Spanish and cultural competency with Latin-American populations.

Conversational Spanish, as spoken in Latin America, is emphasized and basic grammar is included. Aspects of Latin American culture -- especially those most pertinent to health care -- are included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Fall, spring, summer. 1 credit.

532. Medical Spanish and Cultural Competency for Health Care Beginner Level II.

This course is a conversational language course designed to build on the basic skills in medical Spanish and cultural competency with Latin-American populations.

Conversational Spanish, as spoken in Latin America, is emphasized and basic grammar is included. Aspects of Latin American culture -- especially those areas most pertinent to health care -- are included in each lesson. Class structure and teaching methods include frequent verbal practice in a supportive and relaxed environment. Each class includes instruction and practice with medical vocabulary. Fall, spring, summer. 1 credit.

533. Medical Spanish and Cultural Competency for Health Care Intermediate Level I.

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

534. Medical Spanish and Cultural Competency for Health Care Intermediate Level II.

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

540. Principles of Clinical and Classroom Teaching. One of three educational cognate courses that introduces student to Clinical and Classroom teaching. Prerequisites: Core Courses 301, 302, 303, 307, 308, 312. Summer (online). 3 credits.

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

542. Tests and Measurements. Prepares nurse educators to assess learning through the applications of measurement concepts including educational statistics for testing, principles for test construction and guidelines for item analysis and interpretation. Techniques for evaluation of classroom and clinical learning are explored as well as construction of test plans reflecting curriculum and course content. Prerequisite: Nursing 540. Fall (on-line). 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.

601. Philosophy of Science and Theory Development. Focus is on the purposes of science, scientific process, and knowledge development as debated in current literature. Debates arising from different philosophic traditions (e.g., rationalism, empiricism) inform discussion about the nature of the nature of science and Nursing's past, present, and future directions in theory and knowledge development. The student will apply knowledge gained to concept analysts and refinement and theory construction related to trajectories of chronic illness and care systems. Permission of department required. 3 credits.

602. Advanced Research Methods. Focus is on principles of research design for human subject research. The course has two areas of emphasis: measurement issues in research and descriptive, quasi-experimental and experimental design characteristics. Topics covered include theory-testing versus theory-generating studies, hypothesis formulation, testing and statistical power, sampling stratification, treating and comparison groups and trajectory analysis are discussed. Consent of department required. 3 credits.

603. Statistical Analysis I: The Linear Regression Model. Focus is on conceptual and methodological issues involved in the analysis of survey and clinical data using linear regression analysis. Topics will include: estimating and interpreting regression coefficients; significance testing, statistical control, causal modeling (path analytic) techniques; and using the linear model to perform analysis of variance and analysis of covariance. The course will examine violations of model assumptions (multicollinearity, heteroscedasticity, measurement error, specification error) with an emphasis on nursing

research questions and concrete tasks facing an investigator planning and executing a study. 3 credits.

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

605. Longitudinal Methods. Focus is on 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 procures. 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 Methods. Focus is on theoretical and methodological aspects of qualitative research methods. Discusses qualitative research approaches from a variety of disciplines and philosophical traditions, with emphasis on the application of research designs and data collection and analysis techniques to nursing studies. The relevance of these approaches to advancement of knowledge and practice in nursing and healthcare is explored. Permission of department required. 3 credits.

607A. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care System. First semester of two-semester overview of science & research in chronic illness and care systems. This doctoral seminar will provide an overview of science and research on the trajectories of chronic illness and care systems. Fall topics will include an overview of the trajectories model, patterns of human responses to chronic illness, approaches to understanding trajectories and development, and the care systems with which individuals and groups interact to change illness trajectories. 3 credits.

607B. Doctoral Seminar in Nursing Science I: Overview of Chronic Illness & Care Systems. Second seminar of a two-semester overview of science & research in chronic illness and care systems. Spring topics focus on the environmental and organizational context of chronic illness. Faculty and students will explore competing theoretical perspectives and consider how each would guide an empirical study in a specific research area. In addition, students will be introduced to DUSON research faculty and the research going on in the school. The seminar also addresses scholarly skill development including research synthesis, authorship, academic integrity, grant writing, and human subjects; issues with vulnerable populations. 3 credits.

608A. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & Care Systems. This doctoral seminar will provide in-depth study of selected topics related to trajectories of chronic illness and care systems. Topics will vary with the dissertation research interests of the PhD students and expertise of DUSON faculty. Examples of topics include disease prevention, symptom management; physical, emotional and

cognitive function, fatigue/sleep, quality of life, informal caregiving (self and family) and care system interventions. The student examines and synthesizes critical theoretical, substantive, and methodological issues in preparation for the individualized qualifying examination to be taken at the end of second year or beginning of third year and writes a research literature synthesis paper that critiques design and measurement issues in the dissertation research area. Each student also will conduct a small-scale psychometric study of measures drawn from an existing dataset with relevance for the student's research area. Prerequisites: Nursing Science I. 3 credits.

608B. Doctoral Seminar in Nursing Science II: Topics in Chronic Illness & Care Systems. This seminar will focus in 3 areas: how to conduct program evaluation research; the conduct of research in/with organizations; and research in the community for disease prevention and health promotion, with a focus on how to build community-based partnerships and research teams, the use of formative research in a community-based research projects, the development of community interventions and implementation, and evaluation methods for community-based projects. Emerging methods such as community based participatory action research, synergic methods, appreciative inquiry and critical theory/methods will be discussed. Prerequisites: N607A, N607B and N 608A. Consent of department required. Spring. 3 credits.

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

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

610. Community Based Prevention Intervention Research. The course reviews the theory, methods and evaluation of health promotion and disease prevention interventions. The course is designed for students to develop applied skills in community based research methodology, with an emphasis on prevention intervention research. Areas of focus will include the establishment of community partnerships for intervention planning and implementation, use of formative research in the development of community interventions, development of a prevention intervention, practical procedures for use in the implementation of intervention research, strategies for community involvement in the dissemination of research findings, and opportunities for the conduct of translation research. Topics will include HIV/AIDS, cancer, cardiovascular disease, reproductive health, and psychiatric/mental health, and be of domestic and international relevance. The course combines didactic presentations, discussion, research critiques and development of a research proposal. Students will participate in a peer review process to evaluate and give feedback on the prevention intervention research proposals. 3 credits.

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.

650. Evidence-Based Practice I: Locating and Appraising Evidence. 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 a clinical question: appraise both qualitative and quantitative research, including systematic reviews and meta-analyses; organize and synthesize the results, and determine relevancy for translation into 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). 3 credits.

651. Evidence-Based Practice II: Implementation and Evaluation. 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 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 or consent of instructor. 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. Consent of instructor. Staff: Instructor. 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 master's preparation may be eligible to enroll - permission of instructor and advisor required). Staff: Instructor. 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. Staff: Instructor. 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.

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% 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, PMC, 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 BSN Program, Master of Science in Nursing Program, Post-Master's Certificate Option, 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 BSN SCHOLARSHIPS AND LOANS

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 Hospital Tuition Repayment Program

- **ABSN Tuition Reimbursement Program** offers Duke ABSN graduates the opportunity to have most of the tuition paid refunded back to them.

Duke University School of Nursing Scholarships

- **ABSN Need Based Scholarship** provides ABSN students who demonstrate financial need with a grant of up to \$7,500 per year.

- **Rise to the Challenge Scholarship** allows selected students who have overcome significant life challenges to pursue a career in nursing to receive a \$10,000 grant.
- **Broadening the Community Scholarship** allows selected ABSN students who, by reason of their background, culture, ethnicity, gender, race, or sexual orientation, contribute to a broader community within the School of Nursing to receive a \$10,000 grant.
- **Service to the Public Scholarship** allows selected students who have demonstrated a commitment to service at a local, regional or national level to receive a \$10,000 grant.
- **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% tuition funding and is awarded to a limited number of students selected through a competitive process.

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 is a low-interest loan similar to the Federal Perkins Loan, but funding is provided through the Department of Education to students enrolled at least half-time.
- **Alternative/ Private Loan Programs** 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

- **NC Legislative Tuition Grant** - provides grant awards to North Carolina students attending private colleges and universities.
- **NC State Contractual Scholarship**- provides financial assistance to needy NC resident students attending eligible nonprofit private colleges and institutions located in NC.
- **Nurse Education Loan Program** provides up to \$5,000 in return for working for the State of NC as a nurse.
- **Nurse Scholars Program**, Undergraduate provides up to \$5,000 in return for working for the State of NC as a nurse.
- **NC Student Loan Program for Health, Science and Mathematics** provides up to \$10,000 in return for working for the State of NC as a nurse.

MASTER'S OF SCIENCE IN NURSING SCHOLARSHIPS AND LOANS

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 graduate education.

Duke University Hospital Tuition Repayment Program

- **Duke University RN Tuition Assistance Program** funds up to 90% of tuition before taxes for registered nurses employed at least one year by Duke University Health System in return for a continue employment commitment.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides MSN students who demonstrate financial need with a grant of up to 45% of their tuition per year.
- **Duke SoN Merit Scholarship** pays 75% of tuition for a limited number of students selected through a competitive process.
- **Special Informatics Scholarships** provide up to 100% funding of tuition for students newly enrolled in the Informatics program for the fall 2010 semester.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100% tuition funding and is awarded to a limited number of students selected through a competitive process.

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 is a low-interest loan similar to the Federal Perkins Loan, but funding is provided through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loans** allow funds to be borrowed in a graduate or professional student's name who is enrolled at least half time in a degree seeking program.
- **Alternative/ Private Loan Programs** 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** provides forgiveness of up to 85% of the loan for those who work as nursing faculty or instructors for a period of time after graduation, a particularly attractive program for those pursuing an MSN in Nursing Education.

North Carolina State Education Assistance Programs

- **Master's Nurse Scholars Program** helps those who plan to work as a master's prepared nurse or teach in an accredited nurse education program at a NC college or university or in hospitals that offer nurse education programs which prepare students for RN licensure.
- **NC Nurse Educators of Tomorrow Program** provides up to \$30,000 to students who agree to teach in a nursing program at a North Carolina public or private college or university upon completion of the nursing education program.
- **NC Student Loan Program for Health, Science and Mathematics** provides up to \$13,000 in return for working for the State of NC as a nurse.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA Traineeships** provide significant funding for students who intend to work in a rural or underserved area after graduation.
- **Federal HRSA National Service Corps. Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for students who agree to work for 2-4 years after graduation in a health profession shortage area.

- **Federal HRSA Nursing 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 Nursing Education Loan Repayment Program** repays up to 85% of the student loan balance of selected applicants in exchange for 2-3 years of service in a non profit health care facility (most are non profit).

POST-MASTER'S CERTIFICATE IN NURSING SCHOLARSHIPS AND LOANS

Duke is committed to helping Post-Master's students afford our high-quality Duke education by creating scholarships and identifying loan programs.

Duke University Hospital Tuition Repayment Program

- **Duke University RN Tuition Assistance Program** funds up to 90% of tuition before taxes for registered nurses employed at least one year by Duke University Health System in return for a continue employment commitment.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides Post-Master's students who demonstrate financial need with a grant of up to 45% of their tuition per year.
- **Duke SoN Merit Scholarship** pays 75% of tuition for a limited number of students selected through a competitive process.
- **Special Informatics Scholarships** provides up to 100% funding of tuition for students newly enrolled in the Informatics program for the fall 2010 semester.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100% tuition funding and is awarded to a limited number of students selected through a competitive process.

Loan Programs

- **Alternative/ Private Loan Programs** 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.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA Traineeships** provide significant funding for students who intend to work in a rural or underserved area after graduation.
- **Federal HRSA National Service Corps Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for students who agree to work for 2-4 years after graduation in a health profession shortage area.

DOCTOR OF NURSING PRACTICE SCHOLARSHIPS AND LOANS

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 Hospital Tuition Repayment Program

- **Duke University RN Tuition Assistance Program** funds up to 90% of tuition before taxes for registered nurses employed at least one year by Duke University Health System in return for a continue employment commitment.

Duke University School of Nursing Scholarships

- **Duke SoN Graduate Need-Based Scholarship** provides DNP students who demonstrate financial need with a grant of up to 45% of their tuition per year.
- **Duke SoN Merit Scholarship** pays 75% of tuition for a limited number of students selected through a competitive process.

Duke University Scholars Program

- **Duke University Scholars Program** provides 100% tuition funding and is awarded to a limited number of students selected through a competitive process.

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 is a low-interest loan similar to the Federal Perkins Loan, but funding is provided through the Department of Education to students enrolled at least half-time.
- **Graduate Plus Loans** allow funds to be borrowed in a graduate or professional student's name who is enrolled at least half time in a degree seeking program.
- **Alternative/ Private Loan Programs** 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** provides forgiveness of up to 85% of the loan for those who work as nursing faculty or instructors for a period of time after graduation, a particularly attractive program for those pursuing a DNP.

North Carolina State Education Assistance Programs

- **NC Nurse Educators of Tomorrow Program** provides up to \$30,000 to students who agree to teach in a nursing program at a North Carolina public or private college or university upon completion of the nursing education program supported by the loan.
- **NC Student Loan Program for Health, Science and Mathematics** provides up to \$17,000 in return for working for the State of NC as a nurse.

Federal Sponsored Scholarship and Loan Programs

- **Federal HRSA Traineeships** provide significant funding for students who intend to work in a rural or underserved area after graduation.
- **Federal HRSA National Service Corps Scholarships and Loans** provide tuition funding plus monthly living expense payments (up to \$50,000) for students who agree to work for 2-4 years after graduation in a health profession shortage area.
- **Federal HRSA Nursing 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 Nursing Education Loan Repayment Program** repays up to 85% of the student loan balance of selected applicants in exchange for 2-3 years of service in a non profit health care facility (most are non profit).

Financial Aid: PhD Program

The [PhD Program in Nursing](#) is a program of the Duke University Graduate School, and it follows Duke University policies and requirements as described in the annual [Bulletin of the Duke University Graduate School](#). Funding support for PhD students is arranged through the PhD Program and the Graduate School.

All students admitted to the PhD Program in Nursing receive fellowships that pay tuition, stipend, and fees. The School of Nursing expects PhD students to take an active role in the funding of their education by applying for Graduate School Fellowships on admission. 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.

Please consult the [PhD in Nursing Program Graduate Student Handbook for 2010-2011](#) for additional information about the funding support policy of the PhD Program, or contact Revonda Huppert (huppert@duke.edu or tel. 919-668-4797).

Eligibility to Apply For Financial Aid

ABSN, MSN, PMC AND DNP

Any Accelerated BSN, Master of Science in Nursing, Post-Master's Certificate, or Doctor of Nursing Practice applicant or current student who is a U.S. 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 U.S. permanent resident with a Permanent Resident Card (I-551);
- a conditional permanent resident (I-551C); or
- the holder of an Arrival-Departure Record (I-94) from the Department of Homeland Security showing any of the following designations: "Refugee," "Asylum Granted," "Parolee" (I-94 confirms paroled for a minimum of one year and status has not expired), or "Cuban-Haitian Entrant."

Non-degree students are not eligible for financial aid.

PHD PROGRAM

Arrangements for funding of graduate study in the PhD Program are made directly through the Program, which will work closely with each applicant to maximize financial aid opportunities available through the School of Nursing, Duke Graduate School, and other funding mechanisms. Prospective PhD students should contact Revonda Huppert (huppert@duke.edu or tel. 919-668-4797) for further information or assistance.

HOW TO APPLY FOR FINANCIAL AID (ABSN, MSN, PMC, AND DNP)

Current information about financial aid can be accessed online through the [Financial Aid page](#) of the Duke University School of Nursing Web site. Applicants can also direct specific questions to a Financial Aid Service Representative by sending an email to: SON_FINAID@mc.duke.edu.

Duke University School of Nursing Financial Aid Application. Prospective students who desire to be considered for financial aid (traineeships, scholarships, or loans) should complete the [Duke University School of Nursing Financial Aid Application](#), which is available online.

Free Application for Federal Student Aid (FAFSA). All 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 \(FAFSA\)](#). Applications for FAFSA can be made directly online.

- Instructions on how to apply for financial aid (including [how to prepare and submit the FAFSA](#)) can be accessed online through the Financial Aid section of the Duke University School of Nursing Web site.
- FAFSA applications must be renewed yearly. [Instructions for submitting renewal FAFSA applications](#) can also be accessed online.
- FAFSA priority filing dates exist for each semester of admissions:

Admission Semester	FAFSA Priority Filing Date	FAFSA Year
Fall 2010	April 30, 2010	2010-2011
Spring 2011	September 30, 2010	2010-2011
Summer 2011	March 1, 2011	2010-2011
Fall 2011	April 30, 2011	2011-2012

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.

- **Duke RN Tuition Assistance Program** funds up to 90% of tuition before taxes for registered nurses employed at least one year by Duke University Health System in return for a continued employment commitment.
- **Duke Employee Tuition Assistance Programs** provides up to \$5,250 annually in reimbursement of tuition for classes taken at Duke and other higher education institutions located within North Carolina.
- **DUHS ABSN Tuition Reimbursement Program** offers Duke ABSN graduates the opportunity to have most of the tuition paid refunded back to them.

Additional Resources

- **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. [A list of these organizations](#) (with contact information included) is available online.
- **Additional Scholarship Search Websites.** Others may find information located on these [additional scholarship search websites](#) helpful.
- **Financial Aid Budgeting Tools and Calculators.** Creating a personal budget is the first step in managing student loans. The [Financial Aid Budgeting Tools and Calculators page](#) provides access to downloadable calculators and tools that assist in explaining the financial aid process and how to budget for loans, which may assist in budgeting for financial aid.
- **Cost of Attendance Estimate.** A [cost of attendance estimate for the 2010-2011 academic year](#) that includes tuition and fees plus estimates for housing, food, transportation and miscellaneous expenses is also 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 two types of scholarships: merit scholarships (for students in the Master's, Post-Master's Certificate, and DNP programs) and need-based scholarships (for students in the Accelerated BSN, Master's, and Post-Master's Certificate Programs) School of Nursing scholarships are not awarded to non-degree 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 Duke University School of Nursing Financial Aid Application and 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.

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

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

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

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

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

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

provide assistance for future nursing leaders and to permanently link Mrs. Duggins with her nursing alma mater.

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

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

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

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

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

David Guilfoile Family Scholarship Fund. This 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.

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

The 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 School of Nursing at Duke University, 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 groundbreaking 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 School of Nursing is uniquely positioned to shape the future of nursing and to prepare a new generation of nursing leaders. In 2002 the fund was designated to award scholarships to benefit qualified minority students from underserved areas.

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

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

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

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

The David A. Schoenholz and Susan Hadam Schoenholz Scholarship. This fund 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.

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

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

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

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

The Virginia Stone Scholarship. This endowed fund was established in June of 1994 in honor of the late Virginia Stone, Professor Emerita of Nursing. Dr. Stone was the chair of this country's first Master's program in nursing to offer a major in gerontology. She gained a reputation for demanding, expecting, and supporting excellence from others as

they pursued academic and clinical challenges. In 1999 the fund was added to by the Dr. Scholl Foundation. Awards from this fund are made to worthy students based on merit as well as financial need.

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

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

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

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

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

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

Tuition and Fees

Tuition

The information in this section pertains primarily to the tuition and fee structure for the Accelerated BSN, Master of Science in Nursing, Post-Master's Certificate, and Doctor of Nursing Practice programs of the Duke University School of Nursing. Details are available online at the [Tuition and Fees](#) page of the School of Nursing Web site.

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 Graduate School policy. Prospective and current PhD students will find detailed information about tuition and fees in the [Bulletin of the Duke University Graduate School](#).

TUITION: ABSN, MSN, PMC, AND DNP STUDENTS

Tuition costs. For students in the Accelerated BSN, Master of Science in Nursing, Post-Master's Certificate, and Doctor of Nursing Practice programs, tuition is charged on the basis of cost per credit hour.

To calculate your tuition cost for each semester, multiply *the number of credits you plan to take* times *the tuition cost per credit hour*. To estimate the cost of an entire program, multiply the *total number of credits in the program* times the *current tuition cost per credit hour*. Consult the Program Requirements section of this bulletin to determine the total number of credits in any of our programs.

Current tuition costs for the Duke University School of Nursing (as of Fall Semester 2010) are as follows:

- \$925 per undergraduate (200-level) credit hour
- \$1185 per graduate (300-level and above) credit hour
- Tuition for part-time students is calculated at the same rate.

Tuition deposits. Tuition deposits vary by program.

- A non-refundable deposit of \$500 must accompany the acceptance of admission to the Accelerated BSN Program. Upon enrollment, this deposit will be credited toward tuition.
- A non-refundable deposit of \$150 must accompany the acceptance of admission to either the MSN Program or the PMC option, except for students in the nurse anesthesia specialty (see below). Upon enrollment, this \$150 deposit will be credited towards tuition.
- Nurse anesthesia students, whether accepted in the MSN Program or the PMC option, must submit a non-refundable \$1,000 deposit which will then be credited toward tuition.



- A non-refundable deposit of \$1000 must accompany the acceptance of admission to the DNP Program. Upon enrollment, this \$1000 deposit will be credited towards tuition.

TUITION: PhD PROGRAM IN NURSING

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 PhD students entering in the Fall 2010 semester, the charge for tuition is \$19,575 per semester (Fall and Spring). For further information concerning tuition in the PhD Program, please consult the [Bulletin of the Duke University Graduate School](#) for 2010/2011 or contact Revonda Huppert (e-mail: huppert@duke.edu; tel. 919-668-4797).

Fees

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

APPLICATION FEES

ABSN, MSN, PMC, DNP, and Non-Degree Applicants. A non-refundable fee of \$50 must accompany the application for admission to the following Duke University School of Nursing programs: Accelerated BSN, Master of Science in Nursing (including the RN-to-MSN and ABSN-to-MSN Pathways), Post-Master's Certificate (PMC), Doctor of Nursing Practice (DNP), and Non-Degree Option.

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

OTHER FEES ASSOCIATED WITH ACADEMIC PROGRAMS

ABSN, MSN, PMC, DNP, and Non-Degree Students

Unless otherwise indicated, the fees described below pertain to students in the Accelerated BSN, Master of Science in Nursing, Post-Master's Certificate, and Doctor of Nursing Practice Programs and to non-degree students.

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 1 graduate credit hour at the rate listed above.

Technology Fee. A \$17.50 per semester fee is assessed for use of the Computer Lab and personal technical support from CITDL.

Continuation of Enrollment Fee. A fee of \$1,185 (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.

Program Assessment Fee (ABSN only). For Accelerated BSN 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 non-refundable \$425 fee is charged to Accelerated BSN students for the NCLEX exam-prep course and related assessments.

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

Background Check Fee. Before initial enrollment in the Duke University School of Nursing, students seeking degrees in the ABSN and MSN Programs are required to undergo a criminal background check to be cleared for participation in various clinical site experiences. A background check is also required for DNP students if the capstone project is implemented at a clinical site other than their place of employment. At the recommendation of the American Association of Colleges of Nursing, DUSON has contracted with CertifiedBackground.com to conduct background checks through a secure online process. Students must initiate this process and are responsible for payment of the typical charge of \$50.00.

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

PhD Students

Fees charged to PhD students are determined by the Graduate School of Duke University. For details, visit the online summary provided in the [Cost of Attendance page](#) on the Graduate School Web site and the Financial Information section of the 2010-2011 [Bulletin of the Duke University Graduate School](#), or contact Revonda Huppert (huppert@duke.edu or tel. 919-668-4797).

STUDENT HEALTH AND HEALTH INSURANCE FEES

Student Health Fee

ABSN, MSN, PMC, DNP, and Non-Degree Students. All on-campus enrolled full-time students and part-time degree candidates are assessed a mandatory student health fee each semester. Student health fees are \$290 each for the Fall and Spring semesters, and lower for the Summer semester (\$186 in Summer 2010). Waivers are available to students who are full-time Duke employees or spouses of Duke employees. 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 2010-2011 [Bulletin of the Duke University Graduate School](#).

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). Eligible students who do not have adequate private medical insurance must enroll in the Duke Student Medical Insurance Plan (Duke SMIP). For international students who hold a J-1 or F-1 visa, participation in the Duke Student Medical Insurance Plan is mandatory.

- The **Duke Student Medical Insurance Plan (SMIP)** is administered by United Healthcare StudentResources (also known as UHCSR). The Duke Student Health Center website provides online access to [information about the Duke SMIP plan](#) as well as enrollment forms. Additional information is available through the [UHCSR Web site](#).
- The annual coverage period is August 1, 2010 through July 31, 2011. Insurance premiums, based upon the student's age as of August 1, 2010, are charged via the student's account with the Bursar's Office. (Rates for coverage are listed on the [Duke SMIP](#) Web page. Annual insurance premiums will be prorated for students who matriculate in Spring 2011.
- The full [Duke SMIP policy brochure](#) is available online..
- Students enrolled in DukeSMIP may arrange coverage for spouse/family at additional cost; enrollment in and payment for dependent coverage plans must be handled directly through [UHCSR](#).
- For additional information Duke SMIP, consult the [Duke SMIP FAQ](#).
- Students with adequate private insurance who do not wish to participate in Duke SMIP for 2010/2011 must file a [Duke Student Medical Insurance Plan \(Duke SMIP\) Waiver](#) request. Waiver requests must be processed by 5:00 PM, September 15, 2010.

PARKING AND TRAFFIC FEES

The information below concerning parking fees and traffic tickets applies to students in all programs of the Duke University School of Nursing.

Parking Fee. Students who are not Duke employees must use a designated parking and 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. (The office is currently located at 0100 Facilities Center, just off the walkway between North and South Hospitals.) 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 (hours of operation: Monday-Friday, 7:30 am-5:00 pm), or consult the [Duke University Parking and Transportation](#) Web site.

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

OTHER FEES

Graduate Student Activity Fee. A fee of \$16.25 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 applies to students enrolled in all Duke University School of Nursing Programs.

Recreation Fee. Graduate and professional students are charged a recreation fee of \$34 for each semester (Fall, Spring, Summer) to utilize on-campus recreation facilities, including the [Brodie Recreation Center](#) on West Campus and the [Wilson Recreation Center](#) on East 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 optional for students in the MSN, PMC, and DNP programs. Per the policy of the Graduate School of Duke University, the recreation fee pertains to all students in the PhD Program in Nursing.

Payment of Accounts

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

Refunds

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

1. In the event of death, tuition and fees will be fully refunded to the estate of the deceased.
2. In all other cases of withdrawal from the university, students may elect to have tuition refunded or carried forward as a credit for later study according to the following schedule:
 - a. Withdrawal before classes start: full refund;
 - b. Withdrawal during the first or second week of classes: 80 percent refund (the student health fee will not be refunded);
 - c. Withdrawal during the third, fourth, or fifth week of classes: 60 percent refund (the student health fee will not be refunded);
 - d. Withdrawal during the sixth week of classes: 20 percent refund (the student health fee will not be refunded);
 - e. Withdrawal after six weeks: no refund.
3. Tuition charges paid from grants, scholarships, or loans will be restored to those funds on the same pro-rata basis and will not be refunded or carried forward.

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 comprised 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 list-serv covering local events and opportunities of interest to students, co-sponsoring 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 seven 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; A student in the Duke University School of Nursing PhD program served as GPSC President in 2009-2010.

School of Nursing students receive full Duke University Union privileges via the GPSC (Graduate and Professional Student Council) 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.

STUDENT ASSOCIATIONS

Sigma Theta Tau. In the spring of 1972 the Beta Epsilon Chapter of the [Sigma Theta Tau International Honor Society of Nursing](#), was established at Duke with a charter membership of 100 students, faculty, and alumni. Sigma Theta Tau is the only international honor society for nursing and is a member of the Association of College Honor Societies. The first chapter was established in 1922. The society recognizes achievement of superior



quality, fosters high professional standards, encourages creative work, recognizes the development of leadership qualities, and strengthens the individual's commitment to the ideals and purposes of professional nursing. Sigma Theta Tau is an educational organization standing for the best in nursing.

Duke University School of Nursing students who meet the criteria for membership in Sigma Theta Tau are eligible for induction into the [Beta Epsilon Chapter](#). The induction ceremony is held once a year in the fall.

Duke Chapter of the American Assembly for Men in Nursing (D.A.A.M.N) is an assembly of nurses and affiliates within the Duke University Health System (DUHS) who are interested in increasing the visibility and inclusion of men in nursing. DAAMN supports the mission of the [American Assembly of Men in Nursing \(AAMN\)](#) to influence policy, research and education about men in nursing. Objectives include creating a network of people who desire to further the participation of men in all aspects of professional nursing practice within and beyond DUHS; providing formal and informal networking, mentorship and leadership opportunities, and supporting professional growth of men who are nursing students and licensed nurses; and serving as role models of professional nursing through community outreach and service. Membership is open to Registered Nurses, Licensed Practical/Vocational Nurses, entry-level nursing students, and affiliates. Membership is unrestricted by consideration of age, color, creed, handicap, sexual orientation, lifestyle, nationality, race, religion, or gender.

Duke 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 student; 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 non-profit organizations by donating time and/or financial assistance for the good of the community.

ALUMNI ASSOCIATIONS

Duke University 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 over 85,000 members with the university and one another. The alumni office staff coordinates educational, cultural and social activities; provides avenues for involvement in university affairs; and promotes loyalty and esprit de corps throughout the Duke community. All alumni are automatically members of the Alumni Association. An active alumnus is one for whom a current mailing address is on file; a contributing member is one who pays annual dues and becomes involved in class, club, and other alumni activities. The Alumni Association sponsors many university-wide programs and services. Included among these are student programs,

off-campus and on-campus gatherings, *Duke Magazine*, recognition and awards programs, and travel and continuing education opportunities.

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 School of Nursing 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

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 [Office of Student Activities and Facilities](#) (OSAF), serves as a resource for students who are interested in further developing their leadership and organizational management skills by provides services, support, and opportunities for students to engage in co-curricular experiences that lead to personal development, life long skills, and the establishment of meaningful connections.
- The [Center for Lesbian, Gay, Bisexual, and Transgender Life](#) 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](#) 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](#), a pluralistic community expressing the full spectrum of Jewish identity through social, cultural, educational, religious, and social action/community service programs, often works with and co-sponsors events with other campus organizations.
- The [Duke University Center for Muslim Life](#) works with the Muslim Students Association to facilitate Muslim life on campus by supporting religious needs

and interests of Muslim students and sponsoring educational, social, and artistic events and community service activities.

- The [Mary Lou Williams Center for Black Culture](#) fosters appreciation for and increases knowledge of the peoples, histories, and cultures of the African Diaspora and its many contributions to the world, through lectures, arts programming (performances and exhibitions) and informal gatherings.
- The [Women's Center](#) provides education to the Duke community about gender-related issues, offering information, advocacy, technical assistance, referrals, support, and programming addressing matters of particular concern to women. The Women's Center promotes a safe and healthy campus climate that is respectful of all people.

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 (formerly the Community Service Center) serves 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 26 NCAA Division 1 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 Web site 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 West Campus and the [Wilson Recreation Center](#) on East 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 and PhD Programs 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 18 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 Franklin 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 85 acres within the Duke Forest is the world's largest sanctuary for rare and endangered prosimian primates. The facility houses about 250 animals, including 15 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 which provides date, time, and location for campus events of all types. Click on the Arts calendar view for information about musical, 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 Afro-Cuban Ensemble, Duke Chorale, Duke Collegium Musicum, Duke Djembe and Afro-Cuban Percussion, Duke New Music Ensemble, Duke Jazz Ensemble and Jazz Combos, Duke Opera Workshop, Duke Symphony Orchestra, and Duke Wind Symphony. These ensembles are all open to members of the University community by audition. Links to Web sites for each of these ensembles can be accessed through the [Department of Music Performances and Events](#) Web page. 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 University 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 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, Ciompi Quartet) Jazz@Home; series featuring roots, folk, and/or world music and dance; and Art/Politics/Now, which includes residencies by innovative choreographers, dance and music ensembles. Links to all of these series can be accessed through the [Duke Performances](#) Web page.

Duke University Union (DUU) is a student-run umbrella organization responsible for a variety of campus programming initiatives, including: Cable13 (student-run television station); Campus Concert Series (performances by local/regional musical ensembles); Coffeehouse (diverse local arts programming); Freewater Presentations (multiple film series including mainstream, independent and foreign, documentary and classic films); Freewater Productions (student-run film/video production); Jazz at the Mary Lou (weekly jazz performances by university and local musicians at the Mary Lou Williams Center for Black Culture); DUU LiveEntertainment (main-stage Broadway tours and occasional second-stage performances in experimental/alternative theater, comedy, dance, etc.); Major Attractions (major musical acts from a wide array of genres, emphasizing on popular artists and bands); Major Speakers (bringing outstanding speakers to campus); Small Town Records (student-run record label supporting Duke University student artists); Visual Arts (arranging art exhibitions in several campus galleries); and WXDU (student-run FM radio station). Links to Web sites for DUU-sponsored programs can be accessed through the [Duke University Union](#) Web page.

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 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, 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: Something Borrowed, Something Blue; men's: The Pitchforks; women's: Lady Blue, Out of the Blue, Sapphire).

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

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.

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](#), 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 50-bell carillon. Other outstanding features include 77 stained-glass windows and three exceptional pipe organs. Ecumenical worship services with music by the Chapel Choir are held every Sunday at 11:00 am. The Chapel hosts a wide variety of musical performances by university, community, and visiting artists. Duke Chapel is open to visitors from 8:00 am to 10:00 pm during the academic year and from 8:00 am-8:00 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](#) includes multiple tracts in Durham, Orange, and Alamance counties, with a total area of over 7000 acres. (A [downloadable map](#) is available online.) 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.

The [Sarah P. Duke Gardens](#) include 55 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 8:00 am to dusk, attract over 300,000 visitors each year. Highlights include the Terrace Gardens with their seasonal displays of annuals, perennials, and flowering trees; the H.L. Blomquist Garden, which features plants native to the southeastern United States; the Culberson Asiatic Arboretum with exceptional plantings of eastern Asian trees, shrubs, and flowers, and the Doris Duke Center gardens. The Doris Duke Center provides 12,000 square feet of space for educational and garden events, meetings, receptions and catered events.

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.



PERSONAL INTEGRITY POLICY FOR DUKE UNIVERSITY SCHOOL OF NURSING STUDENTS

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

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

- the Duke University Community Standard, and
- the Code of Personal Integrity for Duke University School of Nursing Students.

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

The Duke Community Standard

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

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this

community commit to reflect upon and uphold these principles in all academic and nonacademic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

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

Code of Personal Integrity for Duke University School of Nursing Students

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

- Academic integrity,
- Professional integrity, and
- Respect for others,

as set forth in the Duke University School of Nursing Student Integrity Guidelines and Duke Community Standard: Selected Definitions. (These documents are provided as appendices in each of the four Student Handbooks.)

Additional Information

Additional information about the Personal Integrity Policy for Duke University School of Nursing students can be found in the in the Appendix of the 2010-2011 Student Handbook for each program of the Duke University School of Nursing.

The Student Handbooks also provide information about judicial procedures for addressing violations of the Personal Integrity Policy; University harassment and non-discrimination policies; processes for student academic appeals and grievances; the clinical site placements process and appeals thereof; and confidentiality of student records.

- Links to the 2010-2011 Student Handbooks for all Duke University School of Nursing degree programs (ABSN, MSN, DNP, PhD) are available through the [Student Handbooks and Policies](#) page of the Duke University School of Nursing Web site.

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